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ABSTRACT

This project report from Frostburg State College, the Regional Education Service Agency (RESA) of Appalachian Maryland, and other area colleges and boards of education is presented in three sections. In the introductory section, three project stages are defined: (1) analysis of existing needs surveys and institutional responsibilities for community service and continuing education programs, (2) identification of program areas and institutional resources where cooperative programming can meet area needs, and (3) submission of findings and recommendations to chief executives of member institutions. In the second section, a summary of the events and processes of the two-phase project are presented. The description of phase 1 includes a history and definition of community services, a summary of community services provided by Western Maryland educational institutions, and a summary of a Western Maryland community services needs survey. In phase 2, remaining project objectives are addressed in a workshop based on elements of a macro-design (adapted from organizational development technology and problem solving methodology). The final section presents eight recommendations, two of which include the appointment of a permanent committee to explore cooperative/collaborative community services programming, and the appointment of a task force to plan and develop specific programs. Appendixes contain partial copy of project proposal, phase 1 progress report, phase 2 macro-design, and matrices and matrix data. (CSS)

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ED157998

FINAL REPORT

Title I, HEA, Report

"Appalachian Maryland -- A Maryland Microcosm to Strengthen Community Services and Continuing Education"

Submitted to

The Regional Education Service Agency

and

The Public Affairs Institute

Frostburg State College

by

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April 1, 1975

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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I. INTRODUCTION

Frostburg State College, together with the Regional Education Service Agency (RESA) of Appalachian Maryland, of which it is a part along with Allegany Community College, Garrett Community College, Hagerstown Junior College, and the Boards of Education of Allegany, Garrett, and Washington Counties, applied for and subsequently received funding under Title I of the Higher Education Act of 1965 through the State Agency, University College, University of Maryland, College Park. The funding was devoted to a project, as submitted and approved, which had as its purpose, the realization of the benefits of the State-wide Title I Maryland Project (to Strengthen Community Services and Continuing Education in Institutions of Higher Education) by beginning efforts to develop an in-depth program for the institutions of higher education operating in Appalachian Maryland. Specifically, the project objectives were:

(1) to collect, collate, and analyze the existing needs surveys and institutional responsibilities for community service and continuing education programs;

(2) to identify those program areas and institutional resources where cooperative or collaborative programming can most effectively meet the area's needs;

(3) to facilitate institutional identity through program concentration; and

(4) to recommend to the Chief Executives of the member institutions policies and procedures necessary for more effective programming, staff development, and institutional communication.

In order to accomplish the above, the project was designed to be conducted in three stages -- i.e., (1) collection, collation, and analysis of existing data, (2) group processes/meetings to accomplish objective No. 2 above, and (3) the preparation and submission of findings and recommendations to the chief executives for review, discussion, and action.

It had been anticipated that the project would result in a proposed, and hopefully, adopted, "policies and procedures guide" on community services and continuing education for use by the participating institutions, both individually and collectively. This paper is, therefore, presented to the Regional Education Service Agency and its member institutions for that purpose.

Since this paper represents the final report of the project, it will be devoted to the following:

(1) a recapitulation of the history of the project and its origin;

(2) a summary of the events and processes of Phase I;

(3) a summary of the events and processes of Phase II; and

(4) the recommendations of the project group and the consultants to the RESA chief executives.

Included in the Appendices of this report are all the pertinent materials dealing with Phases I, II, and III.

II. PROJECT RECAPITULATION

During the 1973-74 Fiscal Year, an interinstitutional committee (RESA members) was formed and was charged with exploring the benefits and the possibilities of cooperative programming. Because of the work of this committee, and because of the recognition of community services as a prime area for cooperative efforts, a staff member from a member institution encouraged efforts toward the development of a specific project that would be designed to explore the ways of and the specific areas of institutional cooperation in community services. As a result, the project was written and, since it dealt primarily with community services, was submitted to Title I in May of 1974 for consideration for funding. Please refer to Appendix A for a copy of the project narrative as submitted and subsequently approved.

The project, as submitted, included (1) the problem statement, (2) the specific objectives, (3) specific methodologies, (4) consultant services to be provided, (5) the evaluation design, (6) a description of the end product, (7) a timetable, (8) the identity of the project team and a nucleus task force, and (9) the identity of the participating agencies and their chief executives. The project was presented to the RESA Board of Directors on May 17, 1974, and was formally endorsed at that time.

Phase I

In August, 1974, the project team* held an organizational meeting with the consultants. At that meeting, the participants (1) reviewed the mission

*The project team consisted of the project co-directors, the project evaluator, and interviewer/researcher, and three project consultants.

and objectives, (2) reviewed and further identified the functions to be accomplished, (3) identified and assigned the tasks to be performed, (4) determined the best methods and means of accomplishing the tasks, and (5) established a timetable for task accomplishment. In addition, an outline of the Phase I report was generated.

The project team members and the consultants then began efforts toward the accomplishment of project objective 1 -- i.e., to collect, collate, and analyze the existing needs surveys and institutional responsibilities for community service and continuing education programs. These efforts took the form of interviews with relevant agencies* and the collection of existing needs surveys. The data and information produced by these efforts were sorted and analyzed by the consultants and the project team members.

Work then began on the Phase I report which not only dealt with Objective 1 of the project, but also introduced the background information necessary for the successful beginning of Phase II, the accomplishment of Objective 2 -- i.e., to identify those program areas and institutional resources where cooperative or collaborative programming can most effectively meet the area's needs. As such, the Phase I report provided (1) a brief historical background of community services, (2) the major definitions of community services, (3) a summary of the current community services functions provided by the educational institutions of Western Maryland, and (4) a summary of the existing needs-survey data concerning community services in Western Maryland. Please refer to Appendix B for a copy of the Phase I Progress Report.

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*Such as all of the RESA member agencies, Tri-State Regional Resource Institute, Western Maryland Public Library, State Department of Education, State Board for Community Colleges, Board of Trustees of the State Colleges, and the Maryland Council for Higher Education.

Phase II

The objectives for Phase II were the satisfaction of project objectives 2, 3, and 4 with the exceptions that the final draft of findings and recommendations, and the presentation of this document to the chief executives would not occur until the series of meetings had terminated.

A document entitled, "Phase Two Macro-Design" (dated January 10, 1975) presented a complete design for Phase II (refer to Appendix C). This design borrows heavily from organization development (OD) technology and a particular problem-solving methodology. OD provides a framework for developing a group as a functional-achieving entity. The problem-solving methodology is merely a categorization of activities that seem to fit the particular circumstance, i.e., (1) we have our data survey of "what is"; (2) we are free to discuss "what should be," and (3) we are expected to prescribe the ways and means of achieving the "should be" state of affairs.

Phase II Elements

The macro-design lists six (6) elements of the second phase (evaluation was listed, but it was not a process element). In terms of structured activities and events, the sequence was to take a specific-to-general direction. That is, after communication training activities and other "ice-breakers" and de-sensitizers, the group, itself, was supposed to arrive at consensus on how to monitor on-going activity. The process elements were:

1. Entry
2. Communications Training
3. Contract Building
4. Problem-Solving
5. Contract Reinforcement

Entry. Entry occurred prior to the scheduled meeting days and also during the first half of first workshop day. The entry element is the

readiness preparation for participants and the express commitment of all participants to enter the group process.

The element is important because it serves to clarify what the project is about, what is supposed to happen, what values are attached to the project, and the like. Roles are clarified as well. Participants learn what is expected of them in view of project objectives. Consciously and unconsciously they assess each other's readiness and competence to enter the relationship.

The entry element is realized by having key executives and participants place value on the endeavor by agreeing to participate. This entails an understanding of the project; its intent, goals, processes, and expected outcomes as well as the personal and institutional resources required for participation. The entry element is realized when participants agree to meet; when they have sampled products of the project; when they have had a chance to discuss and probe the objectives and rationale of the project; and when they agree to participate further in the project/process.

In this project, we find that the entry element is satisfied in Phases I and II and the element is, in fact, the link that binds the two phases. Prior to the assembly and initial meeting of the task group (face-to-face) there were at least three events which aided the group in terms of readiness preparation:

1. the review of the entire project (proposal) by Board of RESA (Chief Executives);
2. the data/information gathering by personal interview with Chief Executives and task group members, and/or other institutional members; and
3. the individual task group member's commitment to participate in group meetings.

During the combined Board-member--task-member meeting (first half of first workshop day), two other entry-establishing events occurred:

1. there was a restatement of commitment on the part of the chief executives and task group members to participate; and

2. the chief executives explicitly delegated authority to task group members to complete the task.

In summary, the entry element provided a readiness level for serious group interaction. If successful, the entry element would lead to a "let's get started" feeling on the part of participants.

Communications Training. The Communications training element (occurred during the second half of the first workshop day) is defined as training in skills and processes of transmitting information from one person to another. It has been found that the dynamics of entry give rise to various intense feelings. As the participants assess each other's readiness and competence to enter a group relationship, issues of trust and suspicion, well-being and dissatisfaction, openness and closedness are very near the surface. Before the group can effectively come to grips with its task, these self-oriented behaviors must be aired and dissipated. A rational, task-agreement on the part of participants seldom results in efficiency and effectiveness. The group must be given the opportunity to become desensitized so as to set the stage for meaningful interaction.

In this project several activities were selected which would: (1) lead to a clearer understanding of the meaning of community services/continuing education; (2) desensitize participants; and (3) bring the group to focus on some agreements so as to demonstrate teamwork.

Attempts to improve communication must stem from a desire to improve interpersonal relationship and to achieve mutual understanding. The skills are neither new nor unique and many people use some of them spontaneously when interacting with others. In this portion of Phase II, the plans were

to increase clarity of communication and improve communication skills by participating in the following processes:

1. Paraphrasing. A way of checking with the other person to be sure that you understand his idea or suggestion as he intended it. Any means of revealing your understanding of the other person's comment constitutes a paraphrase. The objective is to provide information to the other person so that he can determine whether you understand his message as he intends it.
2. Taking a survey. The convener poses the decision; one or two people clarify it by paraphrasing; then everyone in turn states his reaction to the proposal.
3. Group Agreements. Given what has occurred up to this point, the group may wish to conclude any group agreements. This can be initiated by direct suggestions, by taking a survey, or by other methods.

The process consultants had expected to inject simulated/practice issues and terms into the group process in a formal, didactic manner. That is, specific activities had been planned to assist task group members in sharpening communications skills. This "practice" approach was abandoned in favor of an informal approach in keeping with the expressed needs and desires of the task group. The three activities listed above were, therefore, conducted in an informal manner as the group (1) worked through the definition of community services; (2) arrived at a definition of community (geographical bounds, etc.); (3) identified the various target groups in the adult, eighteen year-old, out-of-school population; and (4) formed the operational definitions of community service functions.

The three activities were used with the information base provided in the Progress Report document (Appendix B, pp. 38-43; the various definitions of community services (p. 36-38; the educational approaches/orientation differences (pp. 42 and 43); and, the definition of community (pp. 44 and 45).

Contract building. Contract building (occurred during the second half of the first workshop meeting) is defined as reaching consensus on how to proceed (work, interact, control, etc.) with the task in order to accomplish project objectives. It was assumed that straight-forward definitions of (1) time and resource constraints, (2) available information, and (3) the general expectations of the super-structure (PESA membership), would reinforce objectives set by the task group, with the group then alotting an operational strategy conceptually akin to the DAP approach presented in the macrodesign. While the group required the human relations approach in terms of interaction, the parameters of their charge, and the constraints of the environment in terms of time and other resources, required the group to agree on the use of a structural method for achieving the tasks at hand. The group had to arrive at consensus on how to proceed, what roles to assume, what to anticipate as outcomes and how to monitor on-going activity.

Demonstration. The basic DAP approach was used by the task group as its primary method of operation. Its implementation steps are elaborated as follows:

1. The task group agreed that there must be a clear understanding of the definitions and intent of the elements of the taxonomy of community service functions.
2. They agreed that these elements should be placed in a matrix format (refer to Appendix D).

3. They agreed that the taxonomy matrix should be examined on at least three separate dimensions -- i.e.,

   (a) current community service functions, sub-functions, and programs being met by member agencies be documented (this corresponds to the "what is" dimension);

   (b) needed services and programs be identified in the taxonomy matrix as said needs are expressed in view of regional (not agency) considerations; and

   (c) future emphasis/importance on specific needs areas as an agency response be identified in the taxonomy matrix. The latter two dimensions correspond collectively to the "should be" dimension.

4. The task group further agreed to use a numerical rating system for responding to each element in the taxonomy matrix, whereby:

   "3" = Function/sub-function/program exists, and is of high importance;

   "2" = Function/sub-function/program exists, and is of moderate importance;

   "1" = Function/sub-function/program exists, and is of low importance; and

   "0" = Function/sub-function/program does not exist.

This system was used in reference to the "current emphasis," "need identification," and "future emphasis/importance" ratings. The language ("exists") above corresponds only

to the "current" ratings and was changed for the need identification and the future emphasis ratings. For needs identification and future emphasis/importance, "3," "2," "1," and "0," correspond to "high importance," "moderate importance," "low importance," and to "little or no importance," respectively (Refer to Appendix D).

5. The task group agreed that the best way to proceed would be to work through composite ratings (all agencies, and sub-groups of agencies such as public schools, and colleges) of current functions/sub-functions/programs, and then to work through the other dimensions to arrive at specific outcomes which would accomplish the Phase II objectives.

Problem Solving (DAP). The problem solving element (occurred during the second half of the second workshop meeting) is defined as the resolution of any discrepencies between an actual state of affairs and some ideal state. The task group worked through the basic DAP design as presented in the macro-design documents -- that is, designative, appraisive, and prescriptive activities occurred in that order, making extensive use of ratings, surveys, and consensus testing.

The following processes were utilized in the project activities:

1. Designative activity:
   (a) the composite matrix responses were reviewed to fully elaborate the extent and degree of currently operative community service/continuing education (cs/ce) functions, and

(b) the average (mean) and range values were compiled for each matrix element (refer to Appendix D).

2. Appraisive activity:

(a) each institutional representative was asked to complete a "Need" rating and a "Future Emphasis/Importance" rating for the entire taxonomy matrix;

(b) the "Need" ratings for each agency were presented and discussed by the task group as to appropriateness, indices of support, implications for the future, and the like;

(c) using a composite "Need" rating, the task group agreed on a rating (numerical value) for each function/sub-function/program of the entire taxonomy matrix vis-a-vis the Western Maryland region;

(d) the task group then examined composite taxonomy matrices of "Need" and "Future" ratings (with means and ranges) to search for patterns and trends;

(e) from examination of the data, the group then identified those matrix elements which were thought to be indicative of areas of possible agency cooperative endeavor. The criteria for identification of these elements were:

i. high "Need," low "Current," low "Future" ratings,

ii. high "Need," low "Current," high "Future" ratings,

iii. any high "Need" and/or high "Future" element ratings that exist for the total task group or sub-groups.

The elements that were identified by the above criterion were:

- high "Need," low "Current," low "Future" rating

  Job Counseling
  Self-Development Courses
  Continuing Education - Trades
  Consumer Education
  Analyzing Manpower Data

- high "Need," low "Current," high "Future" rating

  Career Information
  Short Courses
  Adult Vocational Programs
  Continuing Education - Business Management
  In Service Education
  Programs for Unemployed
  Identifying Needs (in region)
  Information Exchange
  Joint Committee Work
  Consulting with Small Businesses
  Professional Conferences
  Physical Education Facilities Utilization
  Recreation Facilities
  Participant Ratings (of activities in cs/ce)
  Program Requests

- any high "Need" and/or high "Future" element ratings that exist for the total task group or sub-group.

  Continuing Education - Professionals
  Budget Development (for cs/ce programs)
  Media Releases for cs/ce)
  Conference Rooms (provision of)
  Attendance Patterns (cs/ce)

(f) The above elements were examined by the task group in view of facilitating and constraining forces, and after much discussion and consensus testing the task group reached consensus on the following elements as being most representative and having the most potential for cooperative (member agencies) development:

Identifying Needs (in region)
Career Information
Programs for Unemployed
Information Exchange
Short Courses
Professional Conferences
In-Service Education

3. Prescriptive activity:

(a) the constellation of elements listed immediately above suggested a possible program of elements to the task group members;

(b) given the current economic situation in Western Maryland, and given the data/information base developed during the task group activity, it appeared that a need (common) had, in fact, been clearly identified (assisting a particular target group, the unemployed).

(c) the remaining elements - Career Information, Information Exchange, Short Courses, Professional Conferences, and In-Service Education - were seen as contributing in the development of Programs for the Unemployed.

(d) the task group then structured an outline of a total program design which reflected the above elements in various ways. The following functions were identified as "Programs for the Unemployed":

Job Creation

Consulting with Business and Industry
Expansion of Current Business/Industry/Public Service Employment Opportunities
Bring Jobs to Western Maryland
Human Resources Pool Identification
Education for Realistic Employment Expectation
Education for Public Officials
Creation of Positive Power Group

People Preparation

Training for Counselors/Social Workers
Upgrading of Job Skills
Retraining and Training
Basic Skills Education - ABE
Family Counseling (mobility, management)

People Placement

Job Counseling - Resumé Preparation
Career Information - Central Reference Service
Interview Skills - Job Availability Information

(e) Having identified the above areas, the members of the task group returned to their respective institutions to present the functions to the chief planning/decision-making personnel with the purposes of (1) obtaining feedback concerning the constraining and facilitating forces, and (2) obtaining a determination of which of the functions the institution would commit itself to developing on a cooperative basis.

(f) Having identified and specified those areas of most pressing regional need, of greatest potential for cooperative programming, and of greatest institutional commitment, the task group's basic task was completed. The next or follow-up activity to the task group's work is the creation of task-oriented, program development committees to be convened for the purpose of utilizing the task group's findings, and more importantly, to begin work toward the development and implementation of the programs identified.

Contract Reinforcement. The foregoing information serves to both summarize and document the means by which the task group operated or performed, as well as to present the content of the group's findings.

The means and the methods utilized by the group and developed by the group led to the product documented herein. The documentation is to serve as a representation of a process model which the task group recommends to the RESA Board of Directors as the set of behaviors which will aid member institutions in the identification and programming of cooperative and/or collaborative Community Service/Continuing Education functions.

III. POLICIES AND PROCEDURES RECOMMENDATIONS

Given that the project itself was of a pilot/experimental nature, the project team devoted much time and effort to the design of a process that it anticipated would work efficiently and effectively the first time through. If, in fact, the experience proved to be successful, the main recommendation would be to adopt the process for use on a permanent, periodical, and systematic basis. It is believed that the process was indeed a successful one. In this instance, there are several indicators of success: (1) the satisfaction verbally expressed by task group members regarding group functioning and group products; (2) the fact that the task was achieved by the group in five days rather than the scheduled six days; (3) the group remained cohesive, that is, only two members of the original task group "dropped out" in terms of active participation; (4) the volume and varieties of "solutions" to the group's task exceeded informal expectations of the project team; and, most importantly, (5) some of the RESA member agencies began informal planning of a cooperative community service program during the afternoon of the final task group meeting. This last outcome exceeded all expectations of the project staff. The following recommendations are, therefore, made from the research and from the experiences encountered during the project operations.

IT IS RECOMMENDED THAT:

1. The RESA members appoint a permanent Community Services Planning Committee with the charge of continually exploring cooperative/collaborative community services programming in Western Maryland.

2. That the Committee referred to above undergo a training/education program designed around interdisciplinary interinstitutional programming.

3. That the RESA members adopt the essential elements of "Interagency/Interinstitutional Cooperation," as outlined in the Phase I Progress Report,* as a standard for cooperative community services program development (See Appendix B, pp. 53-59).

4. That the Community Services Planning Committee utilize the process established during the project -- i.e., the DAP approach.

5. That the Committee, upon identification of possible cooperative/collaborative community service programs be charged with recommending to the RESA Board of Directors the assignment of program development activities to special purpose Task Forces whose membership would consist of those individuals who are directly responsible for the identified areas within their specific institutions and/or who are identified by the relevant RESA Board member (specific chief executive).

6. That the Task Force(s) be charged with (1) the planning and development of the specific program(s), which would include the specific details of implementation, such as the "who," the "when," the "where," and the "how," of implementation, as well as a recommendation of the most logical fiscal agent in each case.

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*D. L. Alexander and P. R. Lyons, Progress Report. Appalachian Maryland -- A Maryland Microcosm to Strengthen Community Services and Continuing Education, December 20, 1974.

7. That the special program task forces report their recommended operational plans back to the RESA Board of Directors.

8. That the RESA Board of Directors act (either accept or reject) upon the Task Force program recommendations.

APPENDIX A

Partial Copy of Project Proposal

Title I - Higher Education Act of 1965

MARYLAND
COMMUNITY SERVICE AND CONTINUING EDUCATION
PROGRAM PROPOSAL

State Agency
University College
University of Maryland
College Park, Maryland 20742

I. STATEMENT OF SPECIFIC COMMUNITY PROBLEM

The need to strengthen community service programs and to develop inter-institutional and community communications relative to such programs has been of prime concern in this Appalachian area of Maryland since 1967. Institutional arrangements have been developed during this period, but the means and the method to strengthen this community outreach program have been lacking.

Staff development and programming have been frequently identified as a need in this area which if met, could contribute to the over-all quality of education in the area and to the improvement of institutional effectiveness. Indirectly, it could have an impact on the economic development of the region through improved leadership, a trained labor pool, and more productive employees.

These concerns have been expressed directly or indirectly in several inter-institutional activities since 1967. This was a major topic of discussion during the regular, but informal, monthly meetings of the Educational Advisory Committee of Appalachian Maryland from 1967 to 1971. The committee was composed of chief executives and administrators from all levels of education.

Cooperation and community service was implicit in the Regional Resource Institute conducted at Frostburg State College in June, 1969. This was a cooperative effort of institutions of higher learning including Frostburg; the two Community Colleges; and the three State Universities from Maryland, West Virginia, and Pennsylvania.

The same group participated in the Conference to Explore Institutional Cooperation in the Tri-State Area at White Sulphur Springs, Pennsylvania, also in June of 1969. This Title I project resulted in the creation of an Advisory Committee on Institutional Cooperation that examined and identified program area needs and made recommendations for institutional arrangements to begin to meet the needs.

Another effort to identify the needs for community service by education was two Seminars on Industries Educational Needs in the Cumberland Region (tri-state). The two seminars held in December, 1970, and April, 1971, resulted in the creation of the Tri-State Regional Resource Institute whose purpose is to develop manpower training and education programs for industry, business, labor, and government in the tri-state area. Three areas of need were identified: (1) Continuing Education (2) Skills and apprentice training, and (3) Change in community attitudes. Institutions of higher learning, including Frostburg, are involved in this activity.

All of these needs are brought into focus through the creation and activity of the Regional Education Service Agency of Appalachian Maryland (See Appendix A). The educational cooperative formally organized in 1971 has addressed itself to all of these areas of concern. All of the purposes are related to the concerns, but the following two are most expressive of the concerns and needs:

"To foster cooperation among all educational institutions and organizations concerned with the needs of the people in the region, to assure a common concern for meeting these needs, to develop relationships for accomplishing these needs, and to provide maximum efforts in support of these needs.

To promote the improvement of educational scientific, and literary facilities and programs at and among participating institutions, to prevent needless duplication in order that each institution may achieve a high degree of excellence in its total program, to encourage individual initiative among the said institutions in formulating new programs and procedures, and to promote the joint use of research and planning facilities and services."

All institutions of higher learning and the Boards of Education are signatories of this legal entity of government.

II. PROPOSED PROGRAM

A. Objectives

The overall purpose is to realize the benefits of the statewide Title I Maryland Project to Strengthen Community Services and Continuing Education in Institutions of Higher Education in developing an in-depth program for the institutions of higher education operating in Appalachian Maryland as follows:

1. To effectuate a collaborative effort through Frostburg State College with RESA, an educational cooperative.

2. To collate and analyze existing needs surveys and institutional responsibilities for community service and continuing education programs.

3. To identify those program areas and institutional resources where cooperative or collaborative programming can most effectively meet the area's needs, and to facilitate institutional identity through program concentration.

4. To recommend to the Chief Executives of the institutions policies and procedures necessary for more effective programming staff development and institutional communications.

B. Program Description

1. Program Content

a. Introduction - It is a three-staged program which will result in a proposed (and adopted?) policies and

procedures guide on community services and continuing education for use by the participating institutions, both individually and collectively. Two levels of direction will be provided through a collaborative arrangement with RESA. Consultant services will be acquired to provide the major input for an objective overview, document search and collation, analyses, group process, and final recommendations. Continuing evaluation will be conducted by RESA staff, and joint staff from RESA and Frostburg will be responsible for the preparation and publication of proposed guide.

2. Program States

b. Collation and Analysis - Sufficient educational needs surveys have been conducted in the area to establish a sound datum for this activity. These have been conducted on a county by county basis, on a tri-county basis, and on an interstate basis. Different survey instruments were used, but the coverage was sufficient enough to collate them by category and commonality. The analysis will condense the data and interpret its application to community service and continuing education. This effort of four months duration will accomplish objective A, 2 above.

Group Process - A task force selected by each participating institution will meet two times a month over a three month period. The purpose of this major program effort will be to accomplish objective A, 3 above. A portion of the first meeting will be a joint meeting of the Task Force and the Chief Executives of the cooperating Institutions. This will reaffirm the commitment to program and will provide an opportunity for initial policy direction to the Task Force. These meetings will be precisely structured and led by a team of two local consultants well-versed in research and group process.

Findings and Recommendation - The consultants and staff will prepare the findings and recommendations for submittal to a joint meeting of the Chief Executives and the Task Force for review and discussion. The Chief Executives will consider these results in developing individual and collective policies which will strengthen their community service and continuing education roles. All of these data will then be incorporated into a published guide on policies and procedures for community service and continuing education in Appalachian Maryland. This effort of three months duration will accomplish objective A, 4 above.

c. Program Direction - Overall direction will be provided by Frostburg State College, but week-to-week direction and office support will be provided by RESA. This collaborative approach will accomplish objective B, 1 above.

The Project Director will be Mr. John Bambacus of Frostburg State College. He will provide overall guidance and direction to insure that the program follows Title I guidelines and Frostburg State College policy. Also, he must approve all transactions and reports. Week-to-week implementation of the program will be the responsibility of Mr. Anthony South of the RESA staff. He will work in close collaboration with the Project Director. RESA will provide secretarial support and routine office supplies. Also, Mr. South will provide supervision to the student consultant who will be housed at the RESA office.

d. Consultant Services - These services will involve four people. One will be a specialist in community services and continuing education. Two will have expertise in institutional research processes through group involvement. The fourth will be a student consultant interning from Frostburg State College.

The specialist from a non-participant institution will provide an objective or "third party" overview at scheduled intervals throughout the project period. Six on-site visits or two visits per stage will be conducted and four days of recorded at-home reviews or commentaries will be prepared. The on-site visits are for planning and group meetings. The reviews or commentaries are to be conducted for the reports completed at the end of each stage of the program.

This authoritative overview by a disinterested third party will reinforce objectivity in the results and recommendations, assure that the participants have confidence in the process and the results, and can suggest solutions to major areas of misunderstanding or conflict.

Two local consultants experienced in educational research and group process will be retained to assist in analyzing the needs surveys, in conducting the group meetings, and in preparing the final recommendations. This will require about fifty man-days of time. They will operate as a team in close collaboration with the staff and others. The analysis of the collated needs surveys will be used as basic reference materials in the group meeting. As a team they will conduct six meetings using established factors in the dynamics of group process in model building for inter-institutional cooperation. They will be involved in all other group planning and policy meetings and especially in the preparation of the final report.

The student consultant, Mrs. Phyllis D. Stewart from Frostburg, will be assigned to the program for the first stage. This person will work out of the RESA Office under the direction of Mr. South. The major role will be in document collection (educational needs surveys) and the compilation of these data in a format which will facilitate analysis. About 80 days will be required for this activity.

e. Evaluation - Dr. Eugene Hall of the RESA staff will conduct the evaluation which will be a continuing process throughout the program period. See Appendix D for his biographical sketch.

f. Policy and Procedural Guide - The final product will be a guide that can be used in strengthening individual and collective programs of the institutions. It should reduce unnecessary duplication of effort, enhance the fulfillment of community needs, and enable some institutions to provide intensive programs in limited areas. The guide which will include a summary of the proceedings and findings will be published in a form suitable for up-dating and changing. It could serve as a model for other areas of the state.

3. Methods and Materials

The major methods used will document research and analysis, group process using tested procedures and models, and evaluative procedures describing Section IV.

A task force will be organized for the second state enlarging upon a nucleus group listed in paragraph III, B below. One additional participant will be requested from each institution, and additional participants will be invited from the Cooperative Extension Service, the University College, the Regional Vocational Resource Center, and RESA. The Chief Executives of seven institutions are already organized as a Board of Directors for RESA. Additional participation at this level from other institutions will be invited to participate in these special sessions.

Study and working materials will be provided each participant on the task force. These packets may include basic references on community services and continuing education, materials from the first state, and miscellaneous supplies.

4. Faculty Resources

Mr. John Bambacus, Director of Public Affairs Internship Program (FSC), Title I Project Director

5. Facility and Equipment

Facilities and equipment of any participating institution are available for this program.

6. Time Schedule - 10 months

First Stage - 1st thru 4th month
Two to three planning and development meetings (1 day each) with staff and consultant
16 weeks or 64 days for student

Second Stage - 5th thru 7th month
Six Task Force meetings (two a month) one day each
First meeting - joint meeting of Task Force and Chief Executives (1 day)

Third Stage - 8th thru 10th month
Joint meeting of Task Force and Chief Executives (1 day)
Meeting of Chief Executives (1 day)
Completion of Project

III. SUPPORTING DATA

A. Geographic Location

The area includes Allegany, Garrett, and Washington counties, and the program involves all public education institutions located in the area and the University of Maryland which serves the area.

B. Program Participants

Policy Meetings - (Seven existing, ten maximum)

Dr. Luther G. Shaw, President, Garrett Community College

Dr. William H. Buser, Superintendent, Board of Education of Garrett County

Dr. Nelson P. Guild, President, Frostburg State College

Dr. Wayne W. Hill, Superintendent, Board of Education of Allegany County

Dr. W. Ardell Haines, President, Allegany Community College

Dr. Atlee C. Kepler, President, Hagerstown Jr. College

Dr. Claud E. Kitchens, Superintendent, Board of Education of Washington County

Nucleus Task Force - (Ten existing, 30 maximum)

Mr. Robert L. Youngblood, Dean of Career Programs, Allegany Community College

Mr. Paul Arbogast, Assistant Superintendent, Board of Education of Allegany County

Mr. Kenneth Twentey, Regional Coordinator, Maryland State Department of Education

Mr. James L. Reid, Assistant Superintendent, Maryland State Department of Education

Mr. Mel Mirkin, Special Assistant to the President, Frostburg State College

Mr. Melvin Metzger, Elementary Supervisor, Board of Education of Garrett County

Dr. David Harris, Dean of the College, Hagerstown Junior College

Dr. Jan Janssen, Dean of Students, Garrett Community College

Dr. Peter G. Callas, Director of General Administration, Board of Education of Washington County

Mr. George E. Allen, Executive Director of RESA

C. Cooperating Agencies - Public, Voluntary, and Private Organizations

Board of Education of Allegany, Garrett, and Washington Counties

Garrett Community College

Frostburg State College

Allegany Community College

Hagerstown Jr. College

Cooperative Extension Service, University of Maryland

University College, University of Maryland

Regional Vocational Resource Center, c/o Board of Education of Allegany County, 108 Washington Street, Cumberland, MD 21502

Regional Education Service Agency of Appalachian Maryland, 110 Washington Street, Cumberland, Maryland 21502

D. Relationship to Other Programs, Particularly Under Federal and State Legislation

The following programs partially funded through Federal legislation have a direct relationship to community services and continuing education:

1. Maryland Program to Strengthen Community Services and Continuing Education of Institutions of Higher Learning - Title I, Higher Education Act.

2. Manpower Development Program for Industry, Business, Government, and Labor - (Appalachian Maryland) - Section 211 Appalachian Regional Development Act.

3. Career Education Demonstration Program (Appalachian Maryland) Section 211, Appalachian Regional Development Act.

4. RESA Operations (Appalachian Maryland) - Section 211, Appalachian Regional Development Act.

E. Relationship to Existing University, College, and/or Community Programs

See D above

F. New and Innovative Features of Proposed Programs

Two features of this program may be innovative:

1. Use of third-party specialist consultant for overview to insure objectivity and confidence of participants.

2. Development, printing, and possible adoption of a Policy and Procedural Guide for Community Service and Continuing Education for this specific area. This might be model for other areas.

IV. EVALUATION PROCEDURES

The procedures described in Appendix E will be adapted for use with this program.

V. EVIDENCE OF THE INSTITUTION'S AND/OR THE COMMUNITY'S COMMITMENT TO THE PROGRAM

A. Either Statement of Resolution by the Community and the Institution, if appropriate

Mr. Robert Youngblood, the Chairman of the Board of Directors of the Regional Education Service Agency, with their authority agreed to the collaborative arrangements with Frostburg State College and will provide staff support and matching funds for the program.

Or other Evidence of Community Need, Interest and/or Support

Not Applicable

B. Matching Funds

Not Needed, See Part VI.

VI. COOPERATING COLLEGE(S) OR UNIVERSITY(IES) OTHER THAN INSTITUTION SUBMITTING PROPOSAL

Regional Education Service Agency
of Appalachian Maryland
110 Washington Street
Cumberland, Maryland 21502
Telephone: (301) 724-6190

A. Faculty Members to be Committed from Cooperating Institutions

Mr. Anthony South, Educational Associate for Post Secondary Education (RESA), Associate Director of Title I Project

Dr. Eugene Hall, Educational Associate for Research and Evaluation (RESA) - Project Evaluator

B. Description of Services and Involvement of Cooperating Institutions

RESA will make available Mr. Anthony South, Educational Associate (20% of time) who will provide week-to-week direction to the project. He will arrange schedules, send out notices, arrange for consultant support, organize and provide leadership to the Task Force, and be responsible for reports and publications. Also, he will supervise the Student Consultant.

Dr. Eugene Hall, Educational Associate (5% of time) will conduct the evaluation.

Secretarial support from the RESA staff will be equivalent to 25% of one secretary's time for ten months.

RESA will provide routine office supplies and support at an estimated rate of $50 per month. This will include stationery, xerox reproduction, postage, and telephone. Also, RESA will make available visual aide equipment and recording equipment. Consideration will be given to VTR segments of the activity.

C. Matching Funds from Cooperating Institutions or Agencies

Amount $2,710 In-Kind Contributions.

Appendix B

Phase I Progress Report

PROGRESS REPORT

Title I, HEA, Project

"Appalachian Maryland -- A Maryland Microcosm to
Strengthen Community Services
and Continuing Education"
[Title I, HEA]

Submitted to

The Regional Education Service Agency
Member Institutions

by

Donald L. Alexander, Consultant

and

Paul R. Lyons, Consultant

December 30, 1974

Preface

Frostburg State College, together with the Regional Education Service Agency (RESA) of Appalachian Maryland, of which it is a part along with Allegany Community College, Garrett Community College, Hagerstown Junior College, and the Boards of Education of Allegany, Garrett, and Washington Counties, applied for and received funding under Title I of the Higher Education Act of 1965 through the State Agency, University College, University of Maryland, College Park. The funding is devoted to a project, as submitted and approved, which has as its purpose the realization of the benefits of the State-wide Title I Maryland Project (to Strengthen Community Services and Continuing Education in Institutions of Higher Education) by beginning efforts to develop an in-depth program for the institutions of higher education operating in Appalachian Maryland. Specifically, the project is designed:

(1) to collect, collate, and analyze the existing needs surveys and institutional responsibilities for community service and continuing education programs;

(2) to identify those program areas and institutional resources where cooperative or collaborative programming can most effectively meet the area's needs;

(3) to facilitate institutional identity through program concentration; and

(4) to recommend to the Chief Executives of the member institutions, policies and procedures necessary for more effective programming, staff development, and institutional communication.

It is anticipated that the project will result in a proposed, and hopefully, adopted, "policies and procedures guide" on community services and continuing education for use by the participating institutions, both individually and collectively.

In order to accomplish the above, the project is being conducted in three stages/phases -- i.e., (1) collection, collation, and analysis of

existing data, (2) group processes/meetings to accomplish objective No. 2 above, and (3) preparation and submission of the findings and recommendations to the Chief Executives for review and discussion.

This report deals exclusively with Phase I of the project and, as such, provides the background for the group processes of Phase II. This report is, therefore, devoted to providing (1) a brief historical background of community services, (2) the major definitions of community services, (3) a summary of the current state of community services in the United States, (4) a summary of the current community services functions provided by the education institutions of Western Maryland, and (5) a summary of the existing needs-survey data concerning community services in Western Maryland.

Donald L. Alexander, Ed.D
Paul R. Lyons, Ph.D.

COMMUNITY SERVICES

History

The genesis of the community service idea dates back to Socrates and grew from his "Socratic" style of inquiry practiced in the streets and market places of ancient Greece. Plato then emphasized the community education idea in his Republic. The idea then progressed in the Lyceum of Athens through the teachings of Aristotle. Jesus then practiced community education in his teaching throughout the communities of His days. Then, during the Middle Ages, centers of learning (the early universities) came into existence and were places where the scholars of the time would gather and provide community education to the people through the dissemination of knowledge to those who would listen. During this time in the eleventh century, beginning with the university at Bologna, the universities were closely tied to the society in which they existed.[1]

However, as time progressed, the universities began to become less associated with the community as a whole, and began to become banks of knowledge for the rich and/or to a select few. As Robert Hutchins indicated, the universities of eighteenth century Western Europe had "sunk into a deep torpor from which they would not awaken for more than a hundred and fifty years." As such, the universities were not satisfying the increasing needs of the day.[2]

In America, during the eighteen hundreds, the development of community services began with the establishment of the American Lyceum, which was

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[1]Erwin L. Harlacker, The Community Dimension of the Community College (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1969), pp. 4-5.

[2]Ibid., pp. 5-6.

designed to (1) elicit citizen participation in community development, (2) enhance face-to-face community problem solving, and (3) utilize available educational resources to solve the practical problems of the community. The Lyceum grew rapidly before it finally phased out and yielded to the Chautauqua which began in 1874, which continued the function started by the Lyceum. In addition, three other movements were directly concerned with community services -- i.e., (1) the community school which is devoted to service to the whole community and the use of community resources as part of the educational facilities of the school, (2) the community development function of the university which is devoted to the improvement of the community through extension services, and (3) the community college which is devoted to serving the educational and developmental needs of its local community.[3]

The concept of higher education serving the needs of the common community has been dramatically enhanced by Federal legislation and funding beginning with the Morrell Act of 1862 and extending through the Smith-Lever Acts of 1914 to the Higher Education Act of 1965. However, most of the recent history of higher education's involvement in community services education illustrates a very limited and highly selective role resulting in services provided only to certain segments of the population. Hopefully the impact of the Higher Education Act of 1965 and the increasing awareness of higher education toward community needs will expand the traditional role and encompass all segments of American population.

Definitions

Several definitions of community services have evolved from its history to occupy current literature. These definitions point out the lack of general

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[3]Ibid., pp. 6-7

agreement among those involved as to what functions fall within the concept of community services. Myron[4] points to the tendency of higher education to create divisions of community services which deal exclusively with short courses, seminars, workshops, lectures, consultations, concerts, community studies, and social action programs as separated from the degree and certificate programs. In addition, he states that since the functions under community services differ from institution to institution, it may not be desirable to establish a definition which is universally applicable, and points instead to the importance of the "orientation" of the function as it is viewed in the light of its community-centered role. He then presents a community-oriented definition as follows:

> "Those efforts. . .often undertaken in cooperation with other community groups or agencies, which are directed toward serving personal and community educational needs not met by formal collegiate degree or certificate programs."

He further states that these efforts "are concerned with identifying unrealized potentialities and unmet needs, drawing together resources in the college and in the community, and creating appropriate educational programs."

Other definitions[5] include the following:

(1) Those services that involve both college and community resources and are conducted for the purpose of meeting specified educational needs of individuals or enterprises within the college or the community (Reynolds).

(2) Various special services which the college may provide for its community outside formalized classroom instruction (Johnson and Medsker).

(3) The provision of a variety of services to the community through media other than courses and regular classes (Basler).

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[4]Gunter A. Myron, Community Services in the Community College (Washington: American Association of Community and Junior Colleges, 1969), pp. 11-12.

[5]Harlacker, op. cit., pp. 11-15

(4) Educational, cultural, and recreational services which an educational institution may provide for its community in addition to its regularly scheduled day and evening classes (Harlacher).

A definition is presented in legislation under Title I of the Higher Education Act of 1965 as follows:

> "For purposes of this title, the term 'community service program' means an educational program, activity, or service, including a research program and a university extnesion or continuing education offering, which is designed to assist in the solution of community problems in rural, urban, or suburban areas, with particular emphasis on urban and suburban problems, where the institution offering such a program, activity, or service determines --
>
> (1) that the proposed program, activity, or service is not otherwise available, and
>
> (2) that the conduct of the program or performance of the activity or service is consistent with the institution's overall educational program and is of such a nature as is appropriate to the effective utilization of the institution's special resources and the competencies of its faculty.
>
> Where course offerings are involved, such courses must be university extension or continuing education courses and must be --
>
> (A) fully acceptable toward an academic degree, or
>
> (B) of college level as determined by the institution offering such courses."[6]

A taxonomy of community services has been constructed by Max R. Raines of Michigan States University. The taxonomy, in effect, provides a tentative operational definition of community services and is divided into three categories -- i.e., (1) self-development functions, (2) community development functions, and (3) program development functions.[7]

1. Self-Development Functions. Self-development functions, as defined by Raines, are "those functions and activities of the college primarily focused upon the needs, aspirations, and potentialities of individuals, or informal groups of individuals, to help them achieve a greater degree of personal self-realization and fulfillment." Included in this category are the following functions:

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[6] Higher Education Act of 1965, Public Law 89-329, Nov. 8, 1965

[7] Myron, op. cit. pp. 14-16

a. Personal Counseling Function - "Providing opportunities for community members with self-discovery and development through individual and group counseling processes; e.g., aptitude-interest testing, individual interviews, career information, job placement, family life, etc."

b. Educational Extension Function - "Increasing the accessibility of the regular courses and curriculums of the college by extending their availability to the community-at-large; e.g., evening classes, TV courses, weekend college, neighborhood extension center."

c. Educational Expansion Function - "Programming a variety of educational, upgrading and new career opportunities which reach beyond the traditional limitations of college credit restrictions; e.g., institutes, seminars, tours, short courses, contractual in-plant training, etc."

d. Social Outreach Function - "Organizing programs to increase the earning power, educational level, and political influence of disadvantaged; e.g., ADC mothers, unemployed males, educationally deprived youth, welfare recipients, etc."

e. Cultural Development Function - "Expanding opportunities for community members to participate in a variety of cultural activities; e.g., fine art series, art festivals, artists in residence, community theatre, etc."

f. Leisure-Time Activity Function - "Expanding opportunities for community members to participate in a variety of recreational activities; e.g., sports instruction, outdoor education, summer youth programs, senior citizen activities."

2. Community Development Functions. Community development functions are "those functions and activities of the college primarily focused upon cooperative efforts with community organizations, agencies, and institutions

to improve the physical, social, economic, and political environment of the community (e.g., housing, transportation, air pollution, human relations, public safety, etc.)." Included in this category are the following:

a. Community Analysis Function - "Collecting and analyzing significant data which reflect existing and emerging needs of the community and which can serve as a basis for developing the community service program of the college; e.g., analyzing census tracts, analyzing manpower data, conducting problem-oriented studies, identifying roles and goals of organizations, etc."

b. Interagency Cooperation Function - "Establishing adequate linkage with related programs of the college and community to supplement and coordinate rather than duplicate existing programs; e.g., calendar coordination, information exchange joint committee work, etc."

c. Advisory Liaison Function - "Identifying and involving (in an advisory capacity) key members of the various subgroups with whom cooperative programs are being planned; e.g., community services advisory council, ad hoc advisory council, ad hoc advisory committee, etc."

d. Public Forum Function - "Developing activities designed to stimulate interest and understanding of local, national, and world problems; e.g., public affairs pamphlets, town meetings, TV symposiums, etc."

e. Civic Action Function - "Participating in cooperative efforts with local government, business, industry, professions, religious and social groups to increase the resources of the community to deal with major problems confronting the community; e.g., community self-studies, urban beautification, community chest drives, air pollution, etc."

f. Staff Consultation Function - "Identifying, developing, and making available the consulting skills of the faculty in community development activities, e.g., consulting with small businesses, advising on instructional materials, designing community studies, instructing in group leadership, laboratory testing, etc."

3. Program Development Functions. Program development functions are "those functions and activities of the community services staff designed to procure and allocate resources, coordinate activities, establish objectives and evaluate outcomes." Included in this function are the following:

a. Public Information Function - "Interpreting programs and activities of community services to the college staff as well as to the community-at-large and coordinating releases with the central information services of the college."

b. Professional Development Function - "Providing opportunities and encouragement for staff members to upgrade their skills in program development and evaluation; e.g., professional affiliations, exchange visitations, professional conferences, advanced graduate studies, etc.

c. Program Management Function - "Establishing procedures for procuring and allocating the physical and human resources necessary to implement the community services program; e.g., staff recruitment, job descriptions, budgetary development, etc."

d. Conference Planning Function - "Providing professional assistance to community groups in the planning of conferences, institutes and workshops; e.g., registration procedures, program development, conference evaluation, etc."

e. Facility Utilization Function - "Encouraging community use of college facilities by making them readily accessible, by facilitating the scheduling process, and by designing them for multipurpose activities

when appropriate; e.g., campus tours, centralized scheduling office, conference rooms, auditorium design, etc."

f. Program Evaluation Function - "Developing with the staff the specific objectives of the program, identifying sources of data, and establishing procedures for gathering data to appraise the probable effectiveness of various facets of the program; e.g., participant ratings, attendance patterns, behavioral changes, program requests, etc."

As such, community services occupy a continuum of functions from the self-development (directed toward individual goals) to the community development (directed toward organizational and group goals) functions.

Because of the overall lack of agreement concerning what functions are commonly classified as community services, Myron[8] has constructed the following continuum and classification:

A. Educational Approaches

Instruction-Based Approaches:

- Fixed transfer and vocational-technical curricula
- Preparatory or remedial programs
- Certificate curricula
- Single courses, credit
- Paraprofessional programs
- Term-length non-credit courses
- Short courses
- Workshops, seminars, conferences
- Lectures, panels, concerts

Other approaches:

- Coordinative activities
- Consultative activities

Less Likely to be Classified as Community Services

More likely to be Classified as Community Services

[8]Ibid., p. 13

B. Orientation Differences

Less Likely to be Classified as Community Services	→	More Likely to be Classified as Community Services
- Subject-matter orientation		- Problem-solving orientation
- Not related or indirectly related to community		- Directly related to community
- Emphasis upon deliberate study of issues and problems		- Emphasis upon immediate response to concrete and contemporary issues and problems
- Instruction formalized in terms of content, grades, credits, examinations		- Instruction formalized in terms of the needs, aspirations, and potentialities of people.

Further analysis of the literature provides one with an illustration of confusion between community services, continuing education, and adult education. These categories are separated in various ways, including student age group, enrollment status (full- or part-time), time of day, etc. Although strength seems to lie in the classification and definition presented by Myron and Raines, one can conclude that the best definition and classification is ultimately generated by the specific institution(s) and its (their) community. Therefore, an essential part of this project is to generate a definition of community services for the community and/or communities of Western Maryland.

In an effort to begin this task, the project group interviewed members of the participating agencies and asked the question, "How do you define community services?". Perhaps the following answers, along with the literature definitions, can provide a starting point for the development of the definition:

1. Allegany Community College.
   - "Any activity that is providing instruction or services to persons in the community other than through credit courses."
   - "Those actions/programs a community college undertakes independent, or in cooperation with other community groups and agencies, which direct educational resources of the community toward serving individual, group, and community needs."
   - "Adult education courses."

2. Frostburg State College (Composite Summary)
"Community Services include providing continuing education, adult education, and general community services such as cultural benefits, library resources and the use of the college facilities."

3. Garrett Community College.
- "Traditionally, it has been adult general education. Now we like to include younger people. An institution should make its resources available to any student and the community."

4. Hagerstown Junior College.
- "Continuing education is lumped in with community services. Continuing education can be, and is, anything and everything."

5. Allegany County Schools.
- "Although there is no State definition, we stick with the informal State definition."
- "Anything this organization is doing outside of the normal functions of the schools."

6. Garrett County Schools.
- "The committment is to the State's informal definition. The making of buildings, transportation, and expertise available to the community; not directly related to our usual duties and functions."

7. Washington County Schools.
- "Services which meet the public, private, and volunteer group needs that could not be provided by themselves. It is a delivery system to provide these services."

8. RESA.
- "Our whole service is to the community. Community service to us is filling any need that the general public has."

Definition of Community

The need may exist to define "community" as it applies to the educational institutions of Western Maryland, both individually and collectively.

In recognition of this need, and in an effort to collect data to be used as a starting point for the task force, the project group interviewed members of the participating institutions and presented the question, "What are the boundaries and parameters by which your community is defined?". The followng answers were given:

1. Allegany Community College.
   "We have no set boundaries in our community service programs."

2. Frostburg State College.
   "Western Maryland including the Tri-State Region."

3. Garrett Community College.
   "No boundaries."

4. Hagerstown Junior College.
   "No limits. We serve the region in community services."

5. Allegany County Schools.
   "We have out-of-county and out-of-state students."

6. Garrett County Schools.
   "The County."

7. Washington County Schools.
   "Washington County."

8. RESA.
   "The Tri-County Region of Western Maryland. However, we have the right to determine our own boundaries."

CURRENT COMMUNITY SERVICES IN WESTERN MARYLAND

One of the major objectives of Phase I of the project was to collect, collate, and analyze the existing needs surveys and institutional responsibilities for community service programs. As such, the project team set out to collect the existing data concerning community needs, and to collect data concerning the community services programs that are currently being operated by selected institutions in Western Maryland. In order to accomplish this task, the project team surveyed several institutions in Maryland and Western Maryland.

Needs Analysis Data. The results of the project team survey indicate that some community service needs analysis data did exist. These needs data include the following:

1. A Regional ETV Network: Community Needs and System Structure, Martin Hershkowitz, Operations Research, Inc., prepared for the Regional Education Service Agency (1973).

2. Survey of Education and Training Needs of Business and Industry in the Tri-State Area, Tri-State Regional Resources Institute (1974).

3. Needs Assessment of Municipal Government, Allegany County, Maryland, John N. Bambacus, Frostburg State College (1973).

4. Community Access to Government Program, David W. Edgerley, submitted to Mr. John N. Bambacus, (1974).

5. Staff Development Needs in Maryland Adult Continuing Education, Maryland State Department of Education (1974).

6. A Survey of Business and Industry in Garrett County, Maryland, Concerted Services in Training and Education, William B. Stemple, Coordinator (1971 & 1973).

7. Educator's Needs Assessment Project, Jae W. Choi, Frostburg State College (1974).

8. The Great Valley, Education/Industry, Growth and Resource Study, ARC and RESA (1974) pp. 77-79.

9. Western Maryland Public Libraries Long Range Plan for Development (1974), pp. 9-10.

The needs outlined in the above-listed documents are many and are of a varied nature. Following are selected examples from the documents:

1. The ETV Survey. Within the ETV survey are identified needs of public school students and disadvantaged families, and include (1) special education, (2) consumer education, and (3) health and nutrition education. Also, continuing education and technical training needs for teachers, health service groups, business and industry, and public service groups, and the general public are outlined. These needs include (1) in-service training for teachers, (2) professional and paraprofessional in-service programs for health service groups, (3) management programs and professional and technical improvement programs for business and industry, (4) management programs and technical public service programs for public service groups, and (5) general interest programs, social improvement programs and health education for the general public. The report also contains the results of a general interest

survey which creates reflection upon the types of programs that could be successful.

2. The Survey of Education and Training Needs in Tri-State. The Tri-State Regional Resource Institute report is very useful. Within the report are the results of a Tri-state "needs survey" of industry and business.

The survey determined, within the many functional areas of business/industry operations, (1) if current training programs existed, (2) if there was satisfaction with these programs, (3) how many business/industry operations desired training/education assistance in each of the functional areas, and (4) how many anticipated future needs for training/education in each of the functional areas. Many ideas for true community service activities exist within the report.

3. Needs Assessment of Municipal Government. The Frostburg State College study prepared by John N. Bambacus presents the types of training programs desired by the governments surveyed. Included are assistance requests in the areas of (1) grant-in-aid programs, (2) revenue sharing, (3) inter-local cooperation, (4) town law, (5) paper work, (6) election laws, (7) municipal law, (8) Robert's Rules of Order, (9) tavern licensing, (10) development programs, and (11) environmental impact studies, (12) zoning, (13) building codes, (14) ecology, (15) managing human resources, (16) use of census data, (17) public speaking, etc. Included are twenty-eight areas of interest by governments. Many ideas exist in this document also.

4. Community Access to Government Program. This program included a survey which indicated that problems existed in the community that were not being solved. These problems/needs are outlined in the report by David W. Edgerley and include (1) employment services, (2) recreational opportunities, (3) adult education opportunities, (4) informal educational opportunities, (5) transportation, (6) health services, etc. The needs outlined in this report are abundant and, in certain cases, very specific.

5. Staff Development in Adult Continuing Education. This State Department of Education report points to the training needs of adult education staffs, to the extent of adult education course work, and to the degree of interest in further training opportunities. The data point to the need for adult education college credit courses. Included are "psychology of adults," "adult guidance and counseling," "current issues in adult education," and "human relations." Methods of delivery requested include short courses and workshops of an inservice nature.

6. Business/Industry Survey, Garrett County. This survey points to the common needs of the applicants for jobs and/or the employees in business and industry in Garrett County. The report includes future employment needs and ideas for community service educational programs.

7. Educators Needs Assessment Project. This project identified the educational needs of teachers/educators for the use of the Frostburg State College Graduate School. Included are (1) types of courses desired/needed, (2) convenient scheduling needs, (3) master's program needs, etc.

8. The Great Valley Study. The Great Valley Education/Industry study includes a section dealing with programs that industry would desire for the development of their human resources. In addition, delivery mechanisms, such as workshops, are referred to.

9. The Western Maryland Library Plan. This development plan, in part based upon a wide scale public survey, includes needs assessment data. Seven needs are realized and outlined, some of which seem to invite education-library cooperative efforts.

Within these needs assessment documents may be areas where cooperative services may be desirable to the member institutions. These documents must, therefore, be reviewed carefully for possible community service program development. Copies of these documents are available at the RESA office.

Current Offerings in Western Maryland. Among the reasons for collecting data/information concerning current offerings in community services were (1) to identify areas where institutional cooperation may be beneficial in terms of both cost and effectiveness, and (2) to establish a base from which future planning can develop. In addition, those current services, together with planned future services, can in themselves provide an operational definition of community services as they currently exist.

The following institutions were visited in this effort:

(1) Allegany Community College

(2) Frostburg State College

(3) Garrett Community College

(4) Hagerstown Junior College

(5) Allegany County Schools

(6) Garrett County Schools

(7) Washington County Schools

These institutions were able to provide adequate information concerning community services that they were currently providing.

In an effort to collate these data, a matrix was constructed around the Raines Taxonomy and a taxonomy presented by Otto.[9] Table I presents this matrix of community services and continuing education programs currently being offered by Western Maryland institutions.

The matrix presented in Table I is by no means considered complete. It is planned that the institutions' representatives at the group meetings may be able to provide further information. However, one may note that the current matrix indicates areas of overlap that can be a starting point for the exploration of cooperative efforts.

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[9]Frederick F. Otto, An Analysis of the Present Status of Community Services Programs Offered by the Public Community Colleges in Maryland (unpublished dissertation, George Washington University, 1973), pp. 82-85.

MATRIX OF "COMMUNITY SERVICES" AND "CONTINUING EDUCATION"
BY MAJOR FUNCTIONS, SUB-FUNCTIONS AND
PROGRAMS AS PROVIDED BY WESTERN
MARYLAND INSTITUTIONS FROM 1970 TO DATE

Functions, Sub-Functions & Programs	Institution							
	Allegany Community	Frostburg State	Garrett Community	Hagerstown Junior	Allegany County Sch.	Garrett County Sch.	Washington County	Other
I. SELF-DEVELOPMENT FUNCTIONS								
A. Personal Counseling Function								
1. Aptitude-Interest Testing			✓		✓	✓	✓	
2. Job Counseling	✓	✓	✓	✓	✓	✓	✓	
3. Career Information	✓	✓	✓					
4. Family Counseling	✓	✓	✓					
5. Personal Counseling		✓						
6. Self-development		✓	✓					
B. Educational Extension Functions								
1. Evening Classes	✓	✓	✓					
2. TV Courses							✓	
3. "Weekend College"	✓	✓						
4. Extension Centers								
5.								
C. Educational Expansion Function								
1. Institutes	✓	✓						
2. Seminars	✓	✓						
3. Tours	✓	✓						
4. Short-Courses	✓							
5. Contractual In-Plant Training	✓							
6. Adult vocational	✓							
7. Apprenticeship program	✓							
8. Continuing education - trades	✓							
9. Continuing education - business, management	✓	✓	✓	✓				
10. Continuing education - professional	✓	✓						
11. Agricultural extension								
12. Consumer education program	✓	✓	✓	✓	✓	✓	✓	
13. Veterans outreach		✓			✓			
14. In-service education	✓							
15. Minority group programs		✓						
16. Adult basic education								
17. High School equivalency courses				✓	✓		✓	
18. Adult evening high school				✓	✓		✓	
19. Avocational-personal interest (non-credit)		✓						
20.								

Functions, Sub-Functions & Programs	Institution							
	ACC	FSC	GCC	HJC	ACS	GCS	WCS	Other
D. Social Outreach Function								
1. Programs for Unemployed								
2. Program for Educationally Deprived								
3. Program for Welfare Recipients								
4. Low-Income								
E. Cultural Development Function								
1. Fine Art Series	✓	✓	✓	✓				
2. Art Festivals	✓	✓		✓				
3. Artists in Residence	✓	✓		✓				
4. Community Theatre	✓	✓		✓				
5. Other (list)								
F. Leisure-Time Activity Function								
1. Sports Instruction	✓	✓	✓	✓	✓	✓	✓	
2. Outdoor Education		✓			✓	✓	✓	
3. Youth Programs	✓	✓	✓	✓	✓	✓	✓	
4. Senior Citizen Activities		✓						
5.								
II. Community Development Functions								
A. Community Analysis Functions								
1. Analyzing Census Data								
2. Analyzing Manpower Data		✓						
3. Conducting Problem-Oriented Studies		✓						
4. Identifying roles and goals of organizations		✓						
5. Identifying needs								
B. Interagency Cooperation Functions								
1. Calendar coordination		✓						
2. Information exchange		✓						
3. Joint committee work		✓						
4.								
C. Advisory Liaison Function								
1. Community services advisory council		✓						
2. Ad hoc advisory committees		✓						
3.								
D. Public Forum Function								
1. Public affairs pamphlets	✓	✓	✓	✓	✓	✓	✓	
2. "Town" meetings		✓						
3. TV Symposiums				✓				
4. Speakers bureau	✓	✓		✓				
E. Civic Action Functions								
1. Community Self-studies		✓						
2. Urban beautification								
3. Community Fund Drives		✓						
4. Environmental activities	✓	✓						

Function, Sub-Functions & Programs	Institution							
	ACC	FSC	GCC	HJC	ACS	GCS	WCS	Other
F. Staff Consultation Function								
1. Consulting with small business	✓	✓	✓	✓				
2. Consulting with industry	✓	✓	✓	✓				
3. Advising on instructional materials	✓	✓	✓	✓				
4. Designing community studies	✓	✓		✓				
5. Instructing in group leadership								
6. Laboratory testing		✓						
7.								
III. Program Development Functions								
A. Public Information Function								
1. Media releases	✓	✓	✓	✓	✓	✓	✓	
2.								
3.								
B. Professional Development Function								
1. Professional affiliations		✓						
2. Exchange visitations		✓						
3. Professional conferences	✓	✓	✓	✓	✓	✓	✓	
4. Advanced graduate studies		✓						
5.								
C. Program management function								
1. Staff recruitment	✓	✓	✓	✓	✓	✓	✓	
2. Job descriptions		✓						
3. Budget development		✓						
4.								
D. Conference Planning Function								
1. Registration procedures		✓						
2. Program development		✓						
3. Conference evaluation		✓						
4.								
E. Facility Utilization Function								
1. Conference rooms	✓	✓	✓	✓	✓	✓	✓	
2. Physical education facilities	✓	✓	✓	✓	✓	✓	✓	
3. Recreation facilities	✓	✓	✓	✓	✓	✓	✓	
4. Auditorium	✓	✓	✓	✓	✓	✓	✓	
5. Campus tours	✓	✓	✓	✓				
6. Control scheduling office								
7. Classrooms	✓	✓	✓	✓	✓	✓	✓	
8.								
F. Program Evaluation Function								
1. Participant ratings								
2. Attendance patterns								
3. Behavioral changes								
4. Program requests								
5.								
IV. Other								

Interagency/Interinstitution Cooperation

One of the major objectives of the project is to foster interagency/interinstitution cooperation in the development and provision of specific community services functions/programs. As such, it seems necessary to provide some background information concerning (1) the development of an idea into a program, and (2) interagency cooperation.

Development of an Idea

The literature concerning program planning, development, and implementation is extremely abundant. Many research works have dealt with the subject. But perhaps the best model for action can be derived from the extension work of JB Lon Hefferlin in his research on academic change. Included within his "essential ingredients" for action, Hefferlin lists the following characteristics which he and his research team found to be particular contributors to the development and implementation of educational services:

1. A market is essential.
2. A model is needed for emulation.
3. Ideas need circulation.
4. A key action agent is necessary.
5. One or more "marginal" members are necessary.
6. Resources must be available.

In the following paragraphs, each of the six above-mentioned "essential ingredients" are explained.

A Market is Essential. A market for new ideas -- a demand for improvement and for services -- is necessary. In order for an idea to be accepted and to gain momentum, it needs an environment that is receptive -- an environment that needs the service that the development and implementation of the idea will provide.

A Model is Needed for Emulation. The Hefferlin study points out that new models of service programs are necessary for use as examples, pace setters, and competitors in order to introduce action successfully. Indeed, this is the case with most non-research agencies. If a service agency is conventialally successful, initiative in the form of program research cannot be expected to come from it.

Ideas Need Circulation. The investigators in the Hefferlin study concluded that for new educational services to take place, circulation of an idea or ideas must take place. This they said is accomplished through several mechanisms. These mechanisms include the circulation of individuals from job to job, professional meetings, professional journals, educational associations, newsletters, retreats, workshops, services, and tours. Through these mechanisms, individuals within agencies/organizations are able to be exposed to innovative ideas.

A Key Action Agent is Necessary. Perhaps the most important conclusion of the Hefferlin study was that vital people and advocates of new ideas exist at an institution/agency. The study also points out that educational institutions undertake new functions by adding new members. The newcomer, the investigators contend, is likely to bring new perceptions with him. The advocate of a new idea, whether he/she is new or not, is a necessary ingredient, carrying, circulating, and selling the idea to others.

One or More "Marginal" Members is Necessary. The Hefferlin study indicates that marginal members can greatly affect the operations of an institution/agency whose livelihood is not dependent upon it (patrons, consultants, benefactors, etc.).

Resources Must Be Available. It goes without saying that in order to implement a program/service, adequate resources must be made available to accomplish the job to be done. Although many different avenues can be

available to fund a program/service, the implementation of an innovative program/service automatically involves the availability of the existence of one or more marginal members who are instrumental in acquiring the resources.

Interagency Cooperation

The characteristics that must exist before true interagency cooperation can take place in the planning, development, and implementation of a common program/service are as follows:[10]

1. Cooperating agency goals/objectives (mission) must overlap.
2. The proposed program/service must fit within the overlap and must be of such a common priority and of such an innovative nature as to be attractive to each agency.
3. The resources of each involved agency must be limited.
4. Each involved agency must gain something overall, and not lose.
5. The client group to be served must be new.
6. A coordinating leadership element must exist or be developed.
7. The proper planning, development, and implementation structure must be developed in such a way that it enhances and insures the direct involvement of each agency.
8. Personnel from each agency must be assigned, as part of their individual job descriptions, a role in the planning, development, and implementation of the program/service.
9. Adequate resource allocation methods must be devised and agreed upon by each agency, and a fiscal agent established.

Each of the above-stated elements will be described in the following paragraphs.

The Cooperating Agency/Goals/Objectives (Mission) Must Overlap. In order to have interagency cooperation in the planning, development, and implementation of any service-program, the goals and/or objectives (mission) of each agency must have something in common with the other agencies involved. Obviously, one cannot expect agencies with completely different missions to

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[10] Donald L. Alexander, "A Study of the Case History of the Family Aide Program as it Relates to a Theoretical Model of Idea Development, Interagency Cooperation, and Multi-Funding" (Cumberland: Regional Education Service Agency, 1974).

group together to deliver a common service. An example of mission overlap is graphically illustrated in Figure 1.

The Proposed Program/Service Must Fit Within the Overlap. Another obvious essential element of interagency cooperation is the fact that the program/service which is to be provided in a mutual effort of the agencies involved must fit into the "common ground" area of agency mission overlap. A graphical illustration of this "common ground" is presented by the shaded area of Figure 1. Anything else will result in the encroachment of one agency into the goals of another.

The Resources of Each Agency Must Be Limited. This author feels that in order to enhance and permit interagency cooperation, each interested agency must be experiencing a limitation in its resources, for without resource limitation, an agency is free to accomplish all of its goals and objectives and has no need to undergo the efforts necessary to cooperate with other agencies in order to accomplish some part of its mission.

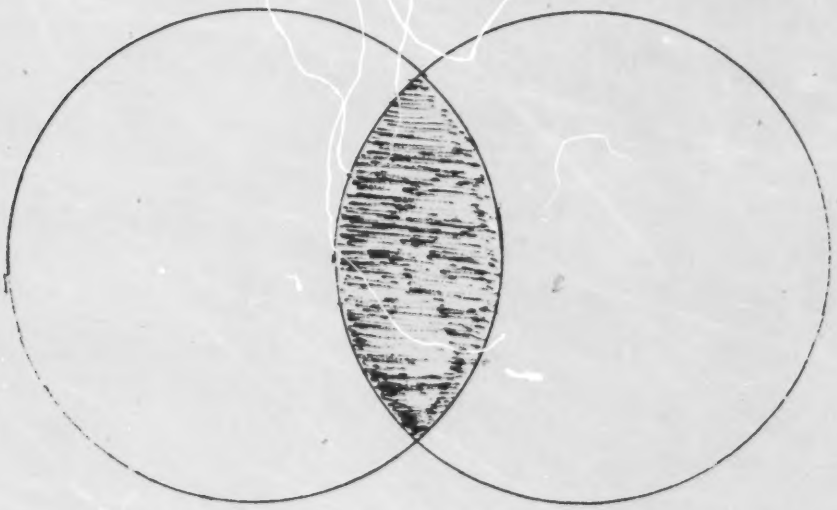

Figure 1
Agency Mission Overlap (Shaded)

Each Agency Must Gain and Not Lose. In order to have true interagency cooperation, each agency that eventually becomes involved in a cooperative effort to provide a program or service to a client group must gain something in the process. This gain is usually an accomplishment of a goal or an objective that would not otherwise be accomplished, and thus would shed light on the success of the agency in its eyes and in the eyes of significant others. If the cooperative effort, on the other hand, may cause the agency to lose something (such as a client group or an objective), then that agency will not desire to see the program/service succeed and will, therefore, not help in the efforts toward success.

The Client Group Must be New. This essential element of interagency cooperation can be closely linked to the element discussed immediately above. It is included because service agencies generally do serve a client group or a part of a client group that will accept and use the service provided. This element of the model states that in order for interagency cooperation to take place in a service agency sphere, then the service provided must not clash with a service already provided by one of the cooperating agencies in such a way as to cost that agency the loss of a supportive client group or a part of the supportive client group. Rather, in order to promote interagency cooperation, a new client group must be found.

A Coordinating Leadership Element Must Exist or Be Developed. In any effort to provide services, an element of leadership must exist. In the case of an individual agency, this element could be an administration planning team. In the case of multi-agency cooperation, this leadership element must also function as a coordinating element between agencies in order to promote proper planning, development, and implementation of the service and to guard against the violation of the elements of the model. In this element, the time factor becomes very important in that if such an agency already exists, the chances of successful multi-agency efforts are greatly enhanced.

If this element does not exist at the time of the presentation of the idea of the interagency service, then the successful planning, development, and implementation of that service is directly related to the amount of time required for the creation of this element. This coordination and leadership element, in the case of interagency cooperation, may take the form of interagency administrative body or committee, or it may be a separate agency designed to handle the leadership and coordination functions of interagency cooperatives, as long as the significant members of each agency are directly involved in the voernance of the coordinating agency.

The Proper Planning, Development, and Implementation Structure Must Be Developed. In order to promote interagency cooperation in the provision of services, and in order to insure success of such multi-agency efforts, care must be given to develop a structure which allows and insures that each agency involved be adequately represented and acting in the original planning of the service, the development of the program that will deliver the service, and the implementation of that program. No agency must ever feel as if it is not directly involved with all facets of the program and is not making an impact upon the overall direction of the program. The structure of this element usually takes the form of an interagency committee which has as its members those persons who have decision-making authority in their individual agency or those persons who have immediate access to the decision-making authority.

Personnel from Each Agency Must Be Assigned to the Interagency Effort. In order to enhance interagency cooperation efforts, and in order to insure the success of those efforts, personnel from each cooperative agency must be assigned, as part of their individual job descriptions, a role in the planning, development, and implementation structure of the program/service. All too often, personnel are assigned to a job without the supervisor/supervisors sitting down with the individual and assessing the individual's job duties or

objectives. Unless the individual/individuals who are assigned to represent the agency in the planning, development, and implementation of the multi-agency service are specifically assigned, not only the duty, but the amount of time necessary, the "external" interagency cooperative effort becomes secondary and does not have proper priority ranking. The assignment of the interagency service to an individual or to individuals requires the statement of the specific objectives in the job description and the assignment of a priority rating with respect to the time required.

Adequate Resource Allocation Methods Must be Devised and Agreed Upon by Each Agency. The development and implementating of any service requires allocation of resources. In the case of a service effort that requires multi-agency involvement, a budget must be built, and each agency must fully understand and commit its obligation. This committment must be in the form of a contract or written document and be agreed upon by each agency. In addition, a fiscal agent must be designated in order th handle the flow of resources and to have the responsibility of accountability.

If these characteristics/conditions exist or are developed, true interagency cooperation in community services can exist. One task of the task force is to pursue these conditions in terms of (1) do they currently exist, and/or (2) can they be developed.

SUMMARY

Given this information concerning (1) definitions of community services, (2) needs analyses reports for community services, (3) current community services being provided by the educational institutions of Western Maryland, and (4) characteristics/conditions for cooperative efforts, the Task Force is challenged to (1) create a definition, or definitions, of community services for Western Maryland, (2) identify priority needs to be served, and (3) develop ideas for cooperative efforts where they are obvious and desirable.

Specifically, the purpose of the next phase, phase 2, of the project is to bring together institutional representatives of the RESA agencies, along with representatives of regional and state educational agencies and affiliates, to work collaboratively on strengthening and developing community services and continuing education in Appalachian Maryland.

The objectives of phase 2 are:

a. to examine: (1) existing (and past) programs, practices and policies relating to continuing education/community services; (2) needs surveys; and (3) future plans, speculation and trends; all in order to determine what has been developed in the area and where it seems to be headed;

b. to identify those program areas and institutional resources where cooperative or collaborative programming can most effectively meet the area's needs; and

c. to develop for the chief executives of the member institutions, a set of guidelines and procedures aimed at more effective programming, staff development and inter-institutional communication.

The second phase will commence in early January, 1975, and will terminate on April 1, 1975. In order to perform efficiently and effectively during the second phase, the institutional representatives will be guided by two process consultants throughout the entire phase. The process consultants will guide the group through the target objectives relying primarily on organization development strategies which have been expressly tailored for this particular process consultation.

Appendix C

Phase II Macro-design

PHASE TWO MACRO-DESIGN

Title I, HEA, Project

"Appalachian Maryland -- A Maryland Microcosm to
Strengthen Community Services
and Continuing Education"

(Title I, HEA)

Submitted to

The Regional Education Service Agency
Member Institutions

by

Paul R. Lyons

and

Donald L. Alexander

January 10, 1975

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PREFACE

On the following pages is found the overall design for phase two of the project, that is, the working and growth phase of the project. The design is based, in large measure, on the work completed in the research and development division of the Center for the Advanced Study of Educational Administration (CASEA) at the University of Oregon.

We believe that the research and outcomes of the work at CASEA aptly lend themselves to the task at hand. The framework, methodology and tools used in phase two have been adapted for use in this particular project. We believe further that the product of our collective efforts as well as the effects of the interaction occurring in phase two will serve to strengthen institutional ties in our region.

A. Phase Two - An Introduction

1. Introduction

Specifically, the project in question is to:

(a) collect, collate, and analyze the existing needs surveys and institutional responsibilities for community services and continuing education programs;

(b) identify those program areas and institutional resources where cooperative or collaborative programming can most effectively meet the area's needs;

(c) facilitate institutional identity through program concentration; and

(d) recommend to the chief executives of the RESA member institutions, policies and procedures necessary for more effective programming, staff development, and inter-institutional communication.

In order to achieve the objectives, the project was segmented into three, semi-discrete phases:

(1) collection, collation, and analysis of existing data concerning community services/continuing education in the region;

(2) meetings of institutional representatives to serve as a task group in the satisfaction of objectives b, c, and d, above; and

(3) the preparation and submission of the findings and recommendations of the group to the agency chief executives for review and action.

2. Objectives

There are three major objectives to be realized in phase 2:

(a) to examine: (1) existing (and past) programs, practices and policies relating to continuing education/community services;

(2) needs surveys; and (3) future plans, speculation and trends; all in order to determine what has been developed in the area and where it seems to be headed;

b. to identify those program areas and institutional resources where cooperative or collaborative programming can most effectively meet the area's needs; and

c. to develop for the chief executives of the member institutions, a set of guidelines and procedures aimed at more effective programming, staff development and inter-institutional communication.

3. Timing/Procedures

The second phase will commence in early January, 1975, and will terminate on April 1, 1975. In order to perform efficiently and effectively during the second phase, the institutional representatives (hereafter, IR's) will be guided by two process consultants (PC's) throughout the entire phase. The PC's will guide the group through the target objectives relying primarily on organization development strategies which have been expressly tailored for this particular process consultation.

4. Expected Activities/Outcomes

The activities prepared for the phase two segment will be arrayed below in a macro-design for organizational development (OD) and will be more fully elaborated in micro-designs in a separate report for each element identified in the overall (macro) design. Outcomes will be expressed by achievement/mastery of objectives a, b, c, above.

B. Organization Development

1. Introduction

Organization Development (OD) is a conceptual framework as well as a strategy to help organizations meet the challenges of their particular setting or environment. It encompasses a theory and a technology to help organizations become self-renewing and self-correcting systems of people receptive to needed change and able to respond with innovative and integrated programs and arrangements (1, p.10).

The strategy assumes that many of the difficulties and problems which face changing organizations arise from the dynamics of the group, not the skills of the individuals in it. The quality of solutions generated is largely determined by these dynamics.

Unlike sensitivity training (T-Groups), OD works chiefly with intact, task-oriented groups and training focuses upon increasing the effectiveness of group members' interaction and their satisfaction in it.

2. Features and Characteristics

a. Primary focus is on adaptability of organizational members

b. Methodology focuses on task/problem resolution achieved through shaping of emergent group dynamics

c. Training phases focus on problem-solving, communication skills, decision-making, conflict resolution, and clarification of goals.

3. Value of O.D.

Prior to 1970, OD was used almost entirely in the business/industry sector of the environment, although only a handful of such organizations were involved (2). Today, in 1975, many hundreds, perhaps as many as 3,000 firms have applied OD strategies in various ways. Perhaps only one-fourth of that number of non-profit or public service organizations have experienced OD technology.

Findings generally indicate that OD training enhances decision-making, produces more effective solutions to problems, improves staff meetings, increases the number of useful innovations attempted within an organization, creates a more open communications "climate," and makes the organization more attractive to the members (3).

C. Educational Organizations (Present Case) and O.D.

1. Introduction

The institutional representatives (IR's) comprising the task group represent 3 county school systems, 3 community colleges, a state college, a regional educational cooperative, a state department of education, and a regional library. This constituency clearly represents the educational community. The group consists of 15 members.

2. Assumptions

a. The IR's are quite homogeneous in terms of education, experience and work setting

b. Most of the IR's represent complex organizations

c. The organizations represented are dissimilar to businesses and industrial firms and manifest several characteristics (listed below) which are to be considered in OD design, particularly in the micro-designs (2):

(1) Goal Differentiation

(a) Goals in educational organizations are almost never explicitly stated;

(b) There is great diversity in goals for public education (organizations) and a steady proliferation of them;

(2) Role Differentiation

(a) In general, there is little job differentiation in typical educational organizations; and,

(b) Even though differentiation is minimal, specialization (teaching discipline, student personnel, administration, finance, etc.) is extreme.

(c) Finally, it is assumed that the group task represents a problem.

3. Special Attributes/Nature of Educational Organizations and Individual Members

Given the above assumptions, the macro-design and subsequent micro-designs for the tailored OD strategy must reflect in activities and expected behaviors of IR's, role differentiations, paucity of explicit goal statements, IR's composite characteristics vis-a-vis the specificity of objectives to be attained. In brief, the OD strategy will, of necessity, be tailored to fit this particular situation.

D. Macro-Design Format: The Designative-Appraisive-Prescriptive (DAP Approach to Problem-Solving

1. Introduction

The macro-design will be based upon the assumption that the activities to be performed by the IR's, in sum, approximates problem-solving. Problem-solving designs represent only one facet of OD applications.

2. Definition of DAP

The work of Nagle and Balderson (3) at the Center for Educational Policy and Management at the University of Oregon represents an attempt to develop a technology of problem-solving and to devise training materials to increase the effectiveness of groups tend to define problems in terms of prescriptions for action than as

discrepancies between actual and desired states of affairs. Groups tend to confound the issues of (1) group functioning and maintenance and (2) the task or situation that lies before them.

DAP represents a set of concepts and procedures that group members can employ to refine their problem-solving skills (individually and collectively) and bring them into play on real-life every-day needs. DAP involves the members of a group in generating and using three kinds of information: designative (D) information about the "what is" state of affairs; comparable appraisive (A) information about "what is preferred;" and prescriptive (P) information that suggests what to do when discrepancies can be identified between "what is" and "what is preferred." (3, p.v).

3. How DAP is Used

As the group generates and uses the various types of information the process is realized. Group members identify problems, clearly and specifically. Plans or prescriptions are prepared to deal with the most critical problem areas and implementation considerations as well as monitoring and evaluating considerations are thought-through. Various strategies are employed through the process to enhance group functioning. In essence, the task-orientation and process-orientation are balanced in order to enhance group functioning.

4. Rationale for Choice of DAP Macro-Design

The fundamental objectives of phase two conform almost perfectly to the DAP approach. That is, IR's will each be presented with a comprehensive set of information which will serve to represent the "what is" dimension. Discrepancies, environmental constraints, and other limiting factors will be processed and the IR's then will

arrive at set of probable solutions to the questions raised by the objectives. The parallel between the task at hand and the DAP approach is quite prominent.

E. Macro-Design for Phase 2

1. Basic Strategy/Timing

The 15-person IR group, led by two process consultants will meet for total of six days comprising 42 hours. The literature indicates that 30-40 hours is a bare minimum for this type of activity to have positive effects (4, p. 15). Hence, a 42 hour intervention satisfied this basic criterion.

The basic strategy employed will be the DAP approach to problem solving buttressed by conventional OD activities as part of micro-designs for each of six elements identified in this macro-design. The six process elements do not achieve a one-to-one correspondence with the six days. Each process element requires a separate design and each process element has its own flexible time-frame.

The process elements defined and elaborated below represent the overall process designed tailored specifically for this activity. Each process element is supported with assumptions and rationale.

2. Process Elements

The strategy will focus on six elements to include:

a. Entry
b. Communications Training
c. Contract Building
d. Problem-Solving
e. Contract Reinforcement
f. Evaluation

Below, each of these major elements will be examined with definitions, assumptions, and underlying rationale for use set forth. This material as developed will serve as the macro-design

for phase 2 with micro-design independently developed for the appropriate elements.

3. Entry

(a) Definition - The entry is the readiness preparation for participants and the express commitment of key executives and all participants to enter into the group process.

(b) Assumptions - As we prepare to begin with process consultation, we can assume that the greater part of the entry element has been successfully achieved. We can assume that key executives are supportive of the endeavor and that there is a willingness to participate.

(c) Rationale - The chief executives of the member agencies articulated the need for cooperation in the region with regard to community services and continuing education and supported and approved of a proposal to secure funds for a project designed to address itself to such issues. These chief executives acting as a board for the regional cooperative approved the final proposal (elements of which required a significant amount of hands - on participation). This action demonstrated not only the recognition of need, but demonstrated support and willingness to attempt a new approach and expend extra effort. When the proposal was funded, the chief executives and key personnel in each agency were interviewed as part of the diagnostic information gathering effort. Commitments as to group process participation were "fixed." Information and data concerning roles, future plans, organizational commitments and the like was gathered. Commitments to participate were firm; that is, the diagnostic interviews were time consuming and generated much information

and even more questions. The first group meeting day was established and all participants agreed to meet at the designated time.

The first half of the first meeting will find the chief executives and the institutional representatives meeting together as one large group. This joint meeting will cement the entry with the executives giving the endeavor credence, importance and legitimacy. Basic ground-rules, objectives, background, and detailed explanation of the diagnostic data-gathering procedures and analysis will occur during the joint meeting. This activity will terminate the entry stage.

4. Communication Training

(a) Definition - training in skills and processes of transmitting of information from one person to another.

(b) Assumptions - We assume that because organizations have not only formal but informal communications networks that these networks intertwine with many other networks when several independent organizations agree to cooperate on some issue. Further, as the number of organizations communicating increases and as the number of individuals across organizations are communicating, much distortion is generated in the evolving networks. Distortion increases as different types or organizations (public schools, colleges) attempt to communicate. Finally, as Schmuck, Runkel, et al. point out, "human relationships and communication are completely interdependent; improve one and you will also improve the other (5, p.39)."

(c) Rationale - Communications training serves to introduce key elements of the particular endeavor while serving as a means

for desensitizing participants, establishing basic, informal channels (even structures) and, most importantly, as a means for clarifying what is said and what is meant. This will become clearer in the following section.

5. Contract Building

(a) Definition - a strategy developed by the consultants to develop group consensus as to the fundamental implementation of the DAP Problem-Solving Approach.

(b) Assuming, that in working with a group of individuals representing the educational community, we find homogeneity in terms of personal characteristics, great simularity in terms of organizations represented and relatively little job differentiation. These features, in general, would not seriously conflict with a task-oriented, problem-solving approach. In terms of goals of educational organizations which are relatively "fuzzy," coupled with the diversity and multiplicity of said goals, it would seem that a problem-solving approach is almost required. The above variables present in this situation, when arrayed in a manner to permit analysis via the Fiedler Contingency Model of leadership (6, p. 501), clearly point to the need for a human relations "style" on the part of the consultants. The situation, as per Fiedler, is neither highly favorable nor unfavorable.

It is assumed that a logical definition of time and resource constraints, information available, and the general expectations of the supra-structure (the educational cooperative) will reinforce goals which will adopt the DAP approach as presented. In essence, the group, it is assumed, will agree to adopt (and adapt)

the DAP approach as a logical choice of tools with which to approach their task.

(c) Rationale - While the group requires the human relations approach in terms of interaction; the parameters of their charge, and the constraints of the environment in terms of time and other resources require the group to agree on the use of a structural method for achieving the tasks at hand. The group will have to arrive at consensus on how to proceed, what roles to assume, what to anticipate as outcomes and how to monitor on-going activity. The group will establish a set of goals in an explicit manner and as an emergent consequence of this activity, the group will have developed its norms. The norms, in this issue, serve as the "contract" for group action.

6. Problem-Solving (D.A.P. - General)

(a) Definition - the resolution of any discrepancies between an actual state of affairs and some ideal state.

(b) Assumptions - The problems, however, vaguely defined heretofore, are generally regarded as: (1) a low level of knowledge as to the amount and kind of community service/continuing education (CS/CE) taking place in Western Maryland; (2) a low level of knowledge as to needs assessed and programs planned for CS/CE in the region; (3) once recurrent needs and future needs are identified, can agencies pool resources to meet needs that cannot be met by one agency alone; (4) how is this assessment, programming, and implementation to be coordinated. It is assumed that in this problem-solving task, each group member and his organization will benefit not only from the dialogue, role exploration and other activities, but that all will benefit from the resolution of the problem.

(c) Rationale - The problem, in general terms, has been articulated. The real problem, of course, is the working-through the problem on the part of the group. In terms of content of communication, each member of the group needs to know what problems face the group and he needs to know which of these problems have the highest priority for all group members (3, p. 14). The problem-solving process is psychologically a highly recursive one in which the phases or steps identified in the logical analysis of the problem may be done, and re-done again as new information becomes available creating a need to return to preceding steps in the process. "Viewed in this way, the process emerges as one of the evolutionary, cyclical movement from relatively vague, imprecise, and incomplete formulations of a problem statement to increasingly refined conceptions of the problem, and ultimately, to some deliberate form of action to alleviate it (3, p. 17)."

(d) Data Analysis - Basic Notions

Given that the group will have access to the phase 1 report, detailed above, it is logical to assume that most of the data and information required for the inquiry stages will be readily available. The data analysis examination will serve to clarify the "what is" dimension. The "what should be" dimension will receive clarification as the group begins to work through the inquiry stages. It will be the task of the consultants to aid the group in working-through the multidimensional problems (and solutions) that arise from group attention to convening and emergent issues.

(e) Inquiry Stages (D.A.P. - Specific)

(1) Designative Inquiry and Resolution - Where are we now (CS/CE); where have we been; where do we seem to be headed? Do we need more information?

(2) Appraisive Inquiry - What is likely to occur in the future; what should occur in the future, and where would we like to be? Do we need more information? Check understandings, perceptions, agreements, disagreements and personal goals.

(3) Prescriptive Inquiry - Given the "is" and the "should be," what do we do now? What are the constraining forces? What are the facilitating forces? Can these various forces be ordered by importance? How are constraining forces minimized? This activity will generate, hopefully, a valuable set of ideas.

(4) Resolution - What is the course of action to be follows? How is it documented? How specific is it? Are barriers to implementation accounted for? Can the plan be simulate and tested? Do we need more information?

7. Reinforcement - Final Modifications

In addition to the six days required for the process activity, after the group's product is fully documented, edited, duplicated, and distributed, to the chief executives, the group members and the chief executives will meet in a day-long session to make any final adjustments to the planned course of action and to achieve a more complete understanding of how the member institutions can collaborate on implementation of the course of action.

8. Process Evaluation - A process evaluation will occur and will take into account the following three variables (5, p.342):

   (1) Interpersonal Communications Skills

   (2) Ability to participate productively in the group problem-solving sequence.

   (3) The ability to seek out and make productive use of information from other persons and subsystems.

   A before and after design will be employed to assess effects. Observation, questionnaires, interviews and the like may be used; (1) during the entry stage and (2) at the end of the 6th day of the endeavor.

F. Summary

The foregoing presentation of design serves to highlight the inescapable fact that group functioning is both content and process-oriented. If the group is to be productive in the achievement of its task(s) then some attention needs to be given to the working relationships of the group members.

The design is product-oriented in that it seeks to firmly establish the group activity as a problem-solving one; at the same time care is taken to assure that group members are considering the issues at hand (communications training) and to assure that the group establishing its own standards of performance (contract/norm building). Activities to be developed in the micro-designs are based upon the assumption that the interactive process is a growth process for all group members as they seek to determine the "whys" and "hows" of interagency/interinstitution cooperation in the provision and extension of community services and continuing education in Western Maryland and environs.

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Appendix D

Matrices and Matrix Data

MATRIX OF COMMUNITY SERVICES AND CONTINUING EDUCATION BY MAJOR FUNCTIONS, SUB-FUNCTIONS AND PROGRAMS -- WESTERN MARYLAND EDUCATIONAL INSTITUTIONS

CURRENT

Functions, Sub-Functions and Programs	Institution								
	Allegany Community	Frostburg State	Garrett Community	Hagerstown Junior	Allegany County Sch.	Garrett County Sch.	Washington County	RESA	Western Md. Libraries
I. SELF-DEVELOPMENT FUNCTIONS									
A. Personal Counseling Function									
1. Aptitude-Interest Testing	1	1		1	0	0	1	0	0
2. Job Counseling	1	1		1	1	0	1	0	0
3. Career Information	1	1		2	1	0	2	0	3
4. Family Counseling	1	1		0	1	0	0	0	0
5. Personal Counseling	1	1		2	1	0	2	0	0
6. Self-Development Courses	2	1		3	0	0	3	0	0
B. Educational Extension Functions									
1. Evening Classes	3	3		3	1	0	3	0	0
2. TV Courses	1	1		1	0	0	1	3	0
3. "Weekend College"	1	0		1	0	0	1	0	0
4. Extension Centers	3	3		3	1	0	3	0	0
5.									
C. Educational Expansion Function									
1. Institutes	2	3		2	0	0	2	3	0
2. Seminars	2	3		3	0	0	3	1	0
3. Tours	1	0		2	0	0	2	0	0
4. Short-Courses	2	0		3	1	0	3	0	1
5. Contractual In-Plant Training	1	2		2	1	0	2	2	0
6. Adult Vocational	3	0		3	1	0	3	3	0
7. Apprenticeship Program	3	0		3	0	0	3	0	0
8. Continuing Education - Trades	3	0		3	0	0	3	0	2
9. Continuing Education - Business Management	1	3		3	0	0	3	0	2
10. Continuing Education - Professional	2	3		2	2	0	2	3	2
11. Agricultural Extension	1	0		1	0	0	1	0	0
12. Consumer Education Program	1	0		1	0	0	1	0	3
13. Veterans Outreach	1	2		1	0	0	1	0	0
14. In-Service Education	1	0		2	2	0	2	2	2
15. Minority Group Programs	1	2		1	0	0	1	0	1
16. Adult Basic Education	0	0		0	3	0	0	0	2
17. High School Equivalency Courses	0	0		3	2	0	3	0	2
18. Adult Evening High School	0	0		0	1	0	0	0	0
19. Avocational-Personal Interest (non-credit)	3	0		3	1	0	3	0	3
20.									
D. Social Outreach Function									
1. Programs for Unemployed	2	0		3	0	0	3	3	1
2. Programs for Educationally Deprived	2	0		2	0	0	2	3	3

Functions, Sub-Functions and Programs	Allegany Community	Frostburg State	Garrett Community	Hagerstown Junior	Allegany County Sch.	Garrett County Sch.	Washington County	RESA	Western Md. Libraries
3. Programs for Welfare Recipients	2	0		1	1	0	2	3	0
4. Programs for Low Income	2	0		1	0	0	1	3	0
E. Cultural Development Function									
1. Fine Art Series	1	3		3	0	0	3	0	1
2. Art Festivals	1	3		3	0	0	3	0	1
3. Artists in Residence	0	1		0	0	0	0	0	0
4. Community Theatre	1	3		1	0	0	1	0	0
5. Planetarium						1			
6. Humanities								3	
7. Lecture Series									1
8. Art Exhibits									1
9.									
F. Leisure-Time Activity Function									
1. Sports Instruction	2	1		2	2	0	2	0	2
2. Outdoor Education	1	1		0	1	0	0	0	1
3. Youth Programs	2	2		1	2	0	1	0	0
4. Senior Citizen Activities	1	1		3	1	0	3	0	2
5. Film Showings									1
II. COMMUNITY DEVELOPMENT FUNCTIONS									
A. Community Analysis Function									
1. Analyzing Census Data	0	0		0	1	0	0	1	0
2. Analyzing Manpower Data	0	0		2	0	0	2	3	0
3. Conducting Problem-Oriented Studies	0	2		1	0	0	1	3	0
4. Identifying Roles and Goals of Orgs.	1	0		1	0	0	1	3	0
5. Identifying Needs	2	2		2	0	0	2	3	3
B. Interagency Cooperation Function									
1. Calendar Coordination	1	1		1	0	0	1	3	1
2. Information Exchange	1	1		2	1	0	2	3	3
3. Joint Committee Work	2	2		1	1	0	1	3	3
4.									
C. Advisory Liaison Function									
1. Community Services Advisory Council	0	2		1	1	0	1	3	0
2. Ad Hoc Advisory Committees	0	2		3	0	0	3	3	3
3.									
D. Public Forum Function									
1. Public Affairs Pamphlets	1	0		1	0	0	1	3	2
2. "Town" Meetings	2	0		1	0	0	1	0	0
3. TV Symposiums	2	1		1	0	0	1	0	0
4. Speakers Bureau	2	0		3	0	2	3	0	1
E. Civic Action Function									
1. Community Self-Studies	1	0		0	0	0	0	0	0

Functions, Sub-Functions and Programs	Institution								
	Allegany Community	Frostburg State	Garrett Community	Hagerstown Junior	Allegany County Sch.	Garrett County Sch.	Washington County Sch.	RESA	Western Md. Libraries
2. Urban Beautification	1	0		1	0	0	1	0	0
3. Community Fund Drives	1	0		1	0	0	1	0	0
4. Environmental Activities	1	0		1	1	0	1	0	1
F. Staff Consultation Function									
1. Consulting With Small Business	1	3		2	0	0	2	3	0
2. Consulting With Industry	1	3		2	0	0	2	3	0
3. Advising on Instructional Materials	1	1		2	0	0	2	0	2
4. Designing Community Studies	0	0		0	0	0	0	0	0
5. Instructing In Group Leadership	0	2		1	1	0	1	0	0
6. Laboratory Testing	0	0		1	0	0	1	0	0
7.									
III. PROGRAM DEVELOPMENT FUNCTIONS									
A. Public Information Function									
1. Media Releases	2	?		3	0	3	3	3	3
2.									
3.									
B. Professional Development Function									
1. Professional Affiliations	2	2		3	1	0	3	2	3
2. Exchange Visitations	0	1		2	1	0	2	1	2
3. Professional Conferences	2	2		2	1	0	2	2	3
4. Advanced Graduate Studies	2	2		2	1	0	2	3	0
5.									
C. Program Management Function									
1. Staff Recruitment	1	2		3	0	0	3	3	3
2. Job Descriptions	0	1		2	1	0	2	3	3
3. Budget Development	2	3		3	1	0	3	3	3
4.									
D. Conference Planning Function									
1. Registration Procedures	1	3		3	0	0	3	0	2
2. Program Development	1	3		3	1	0	3	0	2
3. Conference Evaluation	1	3		2	0	0	2	0	2
4.									

Functions, Sub-Functions and Programs	Institution								
	Allegany Community	Frostburg State	Garrett Community	Hagerstown Junior	Allegany County Sch.	Garrett County Sch.	Washington County Sch	RESA	Western Md. Libraries
E. Facility Utilization Function									
1. Conference Rooms	2	2		3	1	0	3	3	2
2. Physical Education Facilities	2	2		3	3	2	3	0	0
3. Recreation Facilities	2	1		3	2	2	3	0	0
4. Auditorium	2	2		3	1	0	3	0	0
5. Campus Tours	2	1		2	0	0	2	0	2
6. Control Scheduling Office	2	3		3	0	0	3	0	0
7. Classrooms	2	1		3	1	0	3	0	0
8.									
F. Program Evaluation Function									
1. Participant Ratings	1	3		2	0	0	2	3	3
2. Attendance Patterns	3	2		2	1	0	2	3	3
3. Behavioral Changes	1	2		2	0	0	2	3	3
4. Program Requests	3	1		3	0	0	3	3	3
5.									
IV. Other									

MATRIX OF COMMUNITY SERVICES AND CONTINUING EDUCATION BY MAJOR FUNCTIONS, SUB-FUNCTIONS AND PROGRAMS -- WESTERN MARYLAND EDUCATIONAL INSTITUTIONS

FUTURE

Functions, Sub-Functions and Programs	Institution									
	Allegany Community	Frostburg State	Garrett Community	Hagerstown Junior	Allegany County Sch.	Garrett County Sch.	Washington County	RESA	Western Md. Libraries	x̄
I. SELF-DEVELOPMENT FUNCTIONS										
A. Personal Counseling Function										
1. Aptitude-Interest Testing	1	2		1	2	1	3	-	-	1.9
2. Job Counseling	2	2		1	3	0	3	-	0	1.6
3. Career Information	3	3		3	3	1	3	3	3	2.5
4. Family Counseling	1	0		1	2	0	-	0	0	0.6
5. Personal Counseling	1	2		2	2	0	-	0	0	1.0
6. Self-Development Courses	3	3		3	3	0	2	-	0	1.9
B. Educational Extension Functions										
1. Evening Classes	3	0		3	3	0	3	-	-	2.0
2. TV Courses	1	0		2	3	0	3	2	-	1.6
3. "Weekend" Classes	1	0		2	2	0	-	-	-	1.0
4. Extension Centers	3	0		3	2	0	3	3	-	2.0
5. Radio	1	-		1	3	0	-	-	-	1.3
C. Educational Expansion Function										
1. Institutes	3	3		3	3	-	0	3	-	2.5
2. Seminars	3	3		3	2	-	0	1	-	2.0
3. Tours	2	0		1	2	-	0	0	-	0.3
4. Short-Courses	3	3		3	3	-	3	0	2	2.4
5. Contractual In-Plant Training	3	3		2	2	0	0	2	-	1.7
6. Adult Vocational	3	0		3	3	0	3	3	-	2.1
7. Apprenticeship Program	3	0		3	2	0	3	0	0	1.4
8. Continuing Education - Trades	3	0		3	3	0	2	0	2	1.6
9. Continuing Education - Business Management	2	3		2	3	0	3	3	2	2.3
10. Continuing Education - Professional	3	3		2	3	0	2	3	0	2.0
11. Agricultural Extension	2	0		1	2	0	3	0	-	1.1
12. Consumer Education Program	2	1		2	3	0	2	0	3	1.6
13. Veterans' Outreach	2	2		2	2	0	3	0	0	1.4
14. In-Service Education	2	1		3	3	3	3	2	2	2.4
15. Minority Group Programs	2	1		1	3	-	2	0	2	1.6
16. Adult Basic Education	0	0		3	3	0	3	0	2	1.4
17. High School Equivalency Courses	0	0		3	3	2	3	0	-	1.6
18. Adult Evening High School	0	0		-	2	2	-	0	-	0.8
19. Avocational-Personal Interest (non-credit)	3	1		3	2	-	-	0	3	2.0
20.										
D. Social Outreach Function										
1. Programs for Unemployed	3	3		2	3	0	3	3	3	2.5
2. Programs for Educationally Deprived	2	1		2	2	0	3	3	3	2.0

Functions, Sub-Functions and Programs	Institution									
	Allegany Community	Frostburg State	Garrett Community	Hagerstown Junior	Allegany County Sch.	Garrett County Sch.	Washington County	RESA	Western Md. Libraries	x̄
3. Programs for Welfare Recipients	2	1		2	2	0	-	2	1	1.4
4. Programs for Low Income	2	1		1	2	0	-	3	1	1.4
E. Cultural Development Function										
1. Fine Art Series	2	0		2	3	0	-	0	0	1.0
2. Art Festivals	2	0		2	3	0	2	0	1	1.3
3. Artists in Residence	0	0		-	2	0	-	0	-	0.4
4. Community Theatre	2	0		1	2	0	-	0	0	0.7
5.										
6.										
7.										
8.										
9.										
F. Leisure-Time Activity Function										
1. Sports Instruction	2	0		1	2	0	-	0	0	0.7
2. Outdoor Education	2	0		-	2	1	-	0	0	0.8
3. Youth Programs	2	0		1	3	0	3	0	3	1.5
4. Senior Citizen Activities	2	0		3	3	0	3	0	3	1.8
5.										
II. COMMUNITY DEVELOPMENT FUNCTIONS										
A. Community Analysis Function										
1. Analyzing Census Data	0	2		1	3	0	3	-	1	1.4
2. Analyzing Manpower Data	0	2		2	2	0	3	3	-	1.7
3. Conducting Problem-Oriented Studies	0	3		1	1	0	3	3	0	1.[illegible]
4. Identifying Roles and Goals of Orgs.	1	3		1	2	0	-	3	0	1.4
5. Identifying Needs	3	3		3	2	0	3	3	0	2.1
B. Interagency Cooperation Function										
1. Calenadr Coordination	3	0		-	3	2	3	3	0	2.0
2. Information Exchange	3	2		2	3	1	3	3	3	2.5
3. Joint Committee Work	3	2		2	2	1	3	3	2	2.3
4.										
C. Advisory Liaison Function										
1. Community Services Advisory Council	3	-		3	3	1	3	3	1	2.4
2. Ad Hoc Advisory Committees	2	-		3	1	0	-	3	1	1.7
3.										
D. Public Forum Function										
1. Public Affairs Pamphlets	1	3		2	2	1	1	3	1	1.8
2. "Town" Meetings	2	3		1	2	0	1	0	-	1.3
3. TV Symposiums	2	3		1	2	0	1	2	-	1.6
4. Speakers Bureau	2	3		3	3	2	1	0	2	2.0
E. Civic Action Function										
1. Community Self-Studies	1	3		1	2	0	1	0	-	1.1

Functions, Sub-Functions and Programs	Institution									
	Allegany Community	Frostburg State	Garrett Community	Hagerstown Junior	Allegany County Sch.	Garrett County Sch.	Washington County Sch.	RESA	Western Md. Libraries	x̄
2. Urban Beautification	1	0		1	3	0	3	0	-	1.1
3. Community Fund Drives	1	0		-	2	0	1	0	-	0.7
4. Environmental Activities	2	0		1	2	0	3	0	2	1.3
F. Staff Consultation Function										
1. Consulting With Small Business	2	3		2	2	0	3	3	2	2.1
2. Consulting With Industry	2	3		1	2	0	3	3	0	1.8
3. Advising on Instructional Materials	2	1		3	1	0	3	2	3	1.9
4. Designing Community Studies	0	3		1	2	-	1	0	-	1.2
5. Instructing In Group Leadership	2	1		2	2	-	3	0	-	1.7
6. Laboratory Testing	0	0		-	-	-	2	0	-	0.5
7.										
III. PROGRAM DEVELOPMENT FUNCTIONS										
A. Public Information Function										
1. Media Releases	3	3		3	3	0	3	3	3	2.6
2.										
3.										
B. Professional Development Function										
1. Professional Affiliations	2	3		3	1	-	1	2	3	2.1
2. Exchange Visitations	2	2		2	2	-	3	1	-	2.0
3. Professional Conferences	2	2		3	2	-	3	2	3	2.4
4. Advanced Graduate Studies	2	2		1	-	-	3	3	1	2.0
5.										
C. Program Management Function										
1. Staff Recruitment	2	2		3	2	-	3	3	1	2.3
2. Job Descriptions	1	2		3	2	-	3	3	2	2.3
3. Budget Development	3	2		3	3	-	3	3	3	2.9
4.										
D. Conference Planning Function										
1. Registration Procedures	2	2		3	1	-	2	0	1	1.6
2. Program Development	2	2		3	3	-	2	0	2	2.0
3. Conference Evaluation	2	2		3	2	-	2	0	1	1.7
4.										

Function, Sub-Functions and Programs	Institution									
	Allegany Community	Frostburg State	Garrett Community	Hagerstown Junior	Allegany County Sch.	Garrett County Sch.	Washington County Sch.	RESA	Western Md. Libraries	x̄
E. Facility Utilization Function										
1. Conference Rooms	3	1		3	3	-	3	3	1	2.4
2. Physical Education Facilities	2	0		3	3	3	3	0	-	2.0
3. Recreation Facilities	2	0		3	3	3	3	0	-	2.0
4. Auditorium	2	0		3	2	3	3	0	-	1.9
5. Campus Tours	2	0		2	2	-	2	0	2	1.4
6. Control Scheduling Office	3	0		3	1	-	1	0	-	1.3
7. Classrooms	3	1		3	1	3	3	0	-	2.0
8.										
F. Program Evaluation Function										
1. Participant Ratings	2	3		2	2	-	3	3	3	2.6
2. Attendance Patterns	3	3		3	1	-	3	3	3	2.7
3. Behavioral Changes	2	3		3	3	-	3	3	3	2.9
4. Program Requests	3	2		3	3	-	3	3	3	2.9
5.										
IV. Other										

MATRIX OF COMMUNITY SERVICES AND CONTINUING EDUCATION BY MAJOR FUNCTIONS, SUB-FUNCTIONS AND PROGRAMS -- WESTERN MARYLAND EDUCATIONAL INSTITUTIONS

NEED

Functions, Sub-Functions and Programs	Institution									
	Allegany Community	Frostburg State	Garrett Community	Hagerstown Junior	Allegany County Sch.	Garrett County Sch.	Washington County	RESA	Western Md. Libraries	Western Maryland
I. SELF-DEVELOPMENT FUNCTIONS										
A. Personal Counseling Function										
1. Aptitude-Interest Testing	3	0		2	3	3	3	3	--	3
2. Job Counseling	3	3		3	3	3	3	3	3	3
3. Career Information	3	3		3	3	3	3	3	3	3
4. Family Counseling	1	0		2	3	2	--	3	2	1
5. Personal Counseling	1	3		3	2	2	3	3	2	2
6. Self-Development Courses	2	3		3	3	2	2	3	2	2
B. Educational Extension Functions										
1. Evening Classes	3	0		3	3	2	3	3	--	3
2. TV Courses	2	0		2	2	2	2	2	--	2
3. "Weekend" Classes	1	0		2	1	1	--	2	--	1
4. Extension Centers	3	0		3	--	1	3	3	--	--
5. Radio Courses	1	0		1	1	2	--	1	--	1
C. Educational Expansion Function										
1. Institutes	3	3		3	2	2	0	2	--	--
2. Seminars	3	3		3	2	2	0	2	--	--
3. Tours	1	0		1	2	1	0	1	--	1
4. Short-Courses	3	3		3	3	1	3	3	3	3
5. Contractual In-Plant Training	3	1		2	2	2	0	2	--	2
6. Adult Vocational	3	0		3	3	3	3	3	--	3
7. Apprenticeship Program	3	0		3	3	2	3	1	3	3
8. Continuing Education - Trades	3	0		3	3	3	2	3	3	3
9. Continuing Education - Business Management	2	3		2	3	3	3	3	3	3
10. Continuing Education - Professional	3	3		2	3	2	2	3	2	2
11. Agricultural Extension	1	0		2	2	3	3	1	--	2
12. Consumer Education Program	2	3		3	2	3	2	3	3	3
13. Veterans' Outreach	2	3		2	3	1	3	2	2	2.5
14. In-Service Education	2	3		3	3	3	3	2	3	3
15. Minority Group Programs	1	3		1	1	1	2	1	2	1
16. Adult Basic Education	2	0		3	2	2	3	1	2	2
17. High School Equivalency Courses	2	0		3	3	3	3	1	--	2
18. Adult Evening High School	2	0		--	2	3	--	1	--	2
19. Avocational-Personal Interest (non-credit)	3	1		3	2	2	0	1	3	3
20.										
D. Social Outreach Function										
1. Programs for Unemployed	3	2		2	3	3	3	3	3	3
2. Programs for Educationally Deprived	2	2		2	2	3	3	2	3	2

Functions, Sub-Functions and Programs	Institution									
	Allegany Community	Frostburg State	Garrett Community	Hagerstown Junior	Allegany County Sch.	Garrett County Sch.	Washington County	RESA	Western Md. Libraries	Western Maryland
3. Programs for Welfare Recipients	2	1		2	2	3	2	2	3	2
4. Programs for Low Income	2	1		1	2	3	0	3	3	2
E. Cultural Development Function										
1. Fine Art Series	-	2		2	1	1	-	1	1	1
2. Art Festivals	-	2		2	1	1	2	1	1	2
3. Artists in Residence	-	2		1	2	1	-	1	-	1
4. Community Theatre	-	2		2	2	1	-	2	1	2
5.										
6.										
7.										
8.										
9.										
F. Leisure-Time Activity Function										
1. Sports Instruction	1	1		1	2	1	-	2	1	2
2. Outdoor Education	1	1		-	2	1	-	1	1	2
3. Youth Programs	2	1		1	3	2	3	1	3	2
4. Senior Citizen Activities	2	1		3	2	2	3	2	3	3
5.										
II. COMMUNITY DEVELOPMENT FUNCTIONS										
A. Community Analysis Function										
1. Analyzing Census Data	1	2		3	1	2	3	2	-	2
2. Analyzing Manpower Data	3	2		3	2	2	3	3	3	3
3. Conducting Problem-Oriented Studies	3	3		2	1	2	3	3	3	2
4. Identifying Roles and Goals of Orgs.	1	3		3	1	2	-	3	3	2
5. Identifying Needs	3	3		3	1	3	3	3	3	3
B. Interagency Cooperation Function										
1. Calendar Coordination	2	2		-	1	2	3	1	2	2
2. Information Exchange	2	3		2	3	3	3	2	3	3
3. Joint Committee Work	2	3		2	2	3	3	3	3	3
4.										
C. Advisory Liaison Function										
1. Community Services Advisory Council	2	-		3	1	1	3	3	1	2
2. Ad Hoc Advisory Committees	2	-		3	1	2	-	3	1	2
3.										
D. Public Forum Function										
1. Public Affairs Pamphlets	1	3		2	3	1	1	1	1	2
2. "Town" Meetings	2	3		1	2	1	1	1	-	1
3. TV Symposiums	2	3		2	1	2	1	1	-	2
4. Speakers Bureau	1	3		3	2	2	1	1	2	2
E. Civic Action Function										
1. Community Self-Studies	3	3		3	2	2	1	2	-	2.5

Functions, Sub-Functions and Programs	Institution									
	Allegany Community	Frostburg State	Garrett Community	Hagerstown Junior	Allegany County Sch.	Garrett County Sch.	Washington County Sch	RESA	Western Md. Libraries	Western Maryland
2. Urban Beautification	1	1		3	3	2	3	1	-	2
3. Community Fund Drives	1	1		3	2	1	1	1	-	2
4. Environmental Activties	1	1		3	3	2	3	2	2	2
F. Staff Consultation Function										
1. Consulting with Small Business	3	3		3	2	3	3	3	3	3
2. Consulting With Industry	2	2		3	2	1	3	2	2	2
3. Advising on Instructional Materials	2	3		3	1	1	3	2	2	2
4. Designing Community Studies	3	3		2	1	1	1	2	-	3
5. Instructing In Group Leadership	1	1		3	1	2	3	1	-	2
6. Laboratory Testing	0	0		-	-	-	2	0	-	-
7.										
III. PROGRAM DEVELOPMENT FUNCTIONS										
A. Public Information Function										
1. Media Releases	3	3		3	3	3	3	1	3	3
2.										
3.										
B. Professional Development Function										
1. Professional AFfiliations	2	3		3	1	2	1	1	3	2
2. Exchange Visitations	2	2		2	2	2	3	1	-	2
3. Professional Conferences	3	2		3	3	2	3	3	3	3
4. Advanced Graduate Studies	2	3		2	-	3	3	3	1	2.5
5.										
C. Program Management Function										
1. Staff Recruitment	2	2		3	2	3	3	3	1	2
2. Job Descriptions	1	2		3	3	2	3	2	2	2.5
3. Budget Development	3	2		3	3	2	3	2	3	3
4.										
D. Conference Planning Function										
1. Registration Procedures	2	2		3	1	3	2	-	1	2
2. Program Development	2	3		3	2	3	2	1	2	2
3. Conference Evaluation	2	2		3	2	2	2	1	1	2
4.										

Functions, Sub-Functions and Programs	Institution									
	Allegany Community	Frostburg State	Garrett Community	Hagerstown Junior	Allegany County Sch.	Garrett County Sch.	Washington County Sch.	RESA	Western Md. Libraries	Western Maryland
E. Facility Utilization Function										
1. Conference Rooms	3	2		3	2	3	3	1	1	2
2. Physical Education Facilities	3	1		3	3	3	3	-	-	3
3. Recreation Facilities	3	1		3	3	3	3	-	-	3
4. Auditorium	2	1		3	2	3	3	-	-	2
5. Campus Tours	1	1		2	1	2	2	-	2	1.5
6. Control Scheduling Office	3	1		3	1	2	1	-	-	2
7. Classrooms	3	2		3	1	3	3	-	-	2
8.										
F. Program Evaluation Function										
1. Participant Ratings	3	3		3	3	2	3	3	3	3
2. Attendance Patterns	3	3		3	1	2	3	3	3	3
3. Behavioral Changes	3	3		3	2	2	3	3	3	3
4. Program Requests	3	3		3	2	2	3	3	3	3
5.										
IV. OTHER										

MATRIX OF COMMUNITY SERVICES AND CONTINUING EDUCATION BY MAJOR FUNCTIONS, SUB-FUNCTIONS AND PROGRAMS --- WESTERN MARYLAND EDUCATIONAL INSTITUTIONS

TOTAL GROUP

Functions, Sub-Functions and Programs	Ratings: Current X̄	Current Range	Future X̄	Future Range	Need X̄	Need Range	Group Consensus-Need
SELF-DEVELOPMENT FUNCTIONS							
A. Personal Counseling Function							
1. Aptitude-Interest Testing	0.50	0 - 1	1.8	1 - 3	2.4	0 - 3	3
2. Job Counseling	0.63	0 - 1	1.6	0 - 3	3.0	--	3
3. Career Information	1.25	0 - 3	2.5	1 - 3	3.0	--	3
4. Family Counseling	0.38	0 - 1	0.6	0 - 2	1.9	0 - 3	1
5. Personal Counseling	0.88	0 - 2	1.0	0 - 2	2.4	1 - 3	2
6. Self-Development Courses	1.13	0 - 3	1.9	0 - 3	2.5	2 - 3	2
B. Educational Extension Functions							
1. Evening Classes	1.63	0 - 3	2.0	0 - 3	2.4	0 - 3	3
2. TV Courses	0.88	0 - 3	1.6	0 - 3	1.7	0 - 2	2
3. "Weekend College"	0.38	0 - 1	1.0	0 - 2	1.2	0 - 2	1
4. Extension Centers	1.63	0 - 3	2.0	0 - 3	2.2	0 - 3	-
5.							
C. Educational Expansion Function							
1. Institutes	1.50	0 - 3	2.5	0 - 3	1.0	0 - 2	-
2. Seminars	1.50	0 - 3	2.0	0 - 3	2.1	0 - 3	-
3. Tours	0.63	0 - 2	0.8	0 - 2	0.9	0 - 2	1
4. Short-Courses	1.25	0 - 3	2.4	0 - 3	2.3	1 - 3	3
5. Contractual In-Plant Training	1.25	0 - 2	1.7	0 - 3	1.7	0 - 3	2
6. Adult Vocational	1.63	0 - 3	2.1	0 - 3	2.6	0 - 3	3
7. Apprenticeship Program	1.13	0 - 3	1.4	0 - 3	2.3	0 - 3	3
8. Continuing Education - Trades	1.38	0 - 3	1.6	0 - 3	2.5	0 - 3	3
9. Continuing Education - Business Management	1.50	0 - 3	2.3	0 - 3	2.8	2 - 3	3
10. Continuing Education - Professional	2.00	0 - 3	2.0	0 - 3	2.5	2 - 3	2
11. Agricultural Extension	0.38	0 - 1	1.1	0 - 3	1.7	0 - 3	2
12. Consumer Education Program	0.75	0 - 3	1.6	0 - 3	2.6	2--3	3
13. Veterans' Outreach	0.63	0 - 2	1.4	0 - 3	2.3	1 - 3	2.5
14. In-Service Education	1.38	0 - 2	2.4	1 - 3	2.8	2 - 3	3
15. Minority Group Programs	0.75	0 - 2	1.6	0 - 3	1.5	1 - 3	1
16. Adult Basic Education	0.63	0 - 3	1.4	0 - 3	1.9	0 - 3	2
17. High School Equivalency Courses	1.25	0 - 3	1.6	0 - 3	2.1	0 - 3	2
18. Adult Evening High School	0.13	0 - 1	0.8	0 - 2	1.6	1 - 3	2
19. Avocational-Personal Interest (non-credit)	1.63	0 - 3	2.0	0 - 3	1.9	0 - 3	3
20.							
D. Social Outreach Function							
1. Programs for Unemployed	1.50	0 - 3	2.5	0 - 3	2.8	2 - 3	3
2. Programs for Educationally Deprived	1.50	0 - 3	2.0	0 - 3	2.4	2 - 3	2
3. Programs for Welfare Recipients	1.13	0 - 3	1.4	0 - 2	2.1	1 - 3	2
4. Programs for Low Income	0.88	0 - 3	1.4	0 - 3	1.9	0 - 3	2

Functions, Sub-Functions and Programs	Ratings: Current $\bar{X}$	Current Range	Future $\bar{X}$	Future Range	Need $\bar{X}$	Need Range	Group Consensus-Need
E. Cultural Development Function							
1. Fine Art Series	1.38	0 - 3	1.0	0 - 3	1.3	1 - 2	1
2. Art Festivals	1.38	0 - 3	1.3	0 - 3	1.4	1 - 2	2
3. Artists in Residence	0.13	0 - 1	0.4	0 - 3	1.4	1 - 2	1
4. Community Theater	0.75	0 - 3	0.7	0 - 2	1.7	1 - 2	2
5.	0.13	-					
6.	0.38	-					
7.	0.13	-					
8.	0.13	-					
9.							
F. Leisure-Time Activity Function							
1. Sports Instruction	1.38	0 - 2	0.7	0 - 2	1.3	1 - 2	2
2. Outdoor Education	0.50	0 - 1	0.8	0 - 2	1.2	1 - 2	2
3. Youth Programs	1.00	0 - 2	1.5	0 - 3	2.0	1 - 3	2
4. Senior Citizen Activities	1.38	0 - 3	1.8	0 - 3	2.3	1 - 3	3
5.		-					
Community Development Functions							
A. Community Analysis Function							
1. Analyzing Census Data	0.25	0 - 1	1.4	0 - 3	2.0	1 - 3	2
2. Analyzing Manpower Data	0.88	0 - 3	1.7	0 - 3	2.6	2 - 3	3
3. Conducting Problem-Oriented Studies	0.88	0 - 3	1.6	0 - 3	2.5	1 - 3	2
4. Identifying Roles and Goals of Organizations	0.75	0 - 3	1.4	0 - 3	2.3	1 - 3	2
5. Identifying Needs	1.75	0 - 3	2.1	0 - 3	2.8	1 - 3	3
B. Interagency Cooperation Function							
1. Calendar Coordination	1.00	0 - 3	2.0	0 - 3	1.9	1 - 3	2
2. Information Exchange	1.63	0 - 3	2.5	1 - 3	2.6	2 - 3	3
3. Joint Committee Work	1.63	0 - 3	2.3	1 - 3	2.6	2 - 3	3
4.							
C. Advisory Liaison Function							
1. Community Services Advisory Council	1.00	0 - 3	2.4	1 - 3	2.0	1 - 3	2
2. Ad Hoc Advisory Committees	1.75	0 - 3	1.7	0 - 3	2.0	1 - 3	2
3.							
D. Public Forum Function							
1. Public Affairs Pamphlets	1.00	0 - 3	1.8	1 - 3	1.6	1 - 3	2
2. "Town" Meetings	0.50	0 - 2	1.3	0 - 3	1.6	1 - 3	1
3. TV Symposiums	0.63	0 - 2	1.6	0 - 3	1.7	1 - 3	2
4. Speakers Bureau	1.38	0 - 3	2.0	0 - 3	1.9	1 - 3	2
E. Civic Action Function							
1. Community Self-Studies	0.13	0 - 1	1.1	0 - 3	2.3	1 - 3	2.5
2. Urban Beautification	0.38	0 - 1	1.1	0 - 3	2.0	1 - 3	2
3. Community Fund Drives	0.38	0 - 1	0.7	0 - 2	1.4	1 - 3	2
4. Environmental Activities	0.63	0 - 1	1.3	0 - 2	2.1	1 - 3	2
F. Staff Consultation Function							
1. Consulting With Small Business	1.38	0 - 3	2.1	0 - 3	2.9	2 - 3	3
2. Consulting With Industry	1.38	0 - 3	1.8	0 - 3	2.1	1 - 3	2
3. Advising on Instructional Materials	1.00	0 - 2	1.9	0 - 3	2.1	1 - 3	2
4. Designing Community Studies	0	-	1.2	0 - 3	1.9	1 - 3	3
5. Instructing in Group Leadership	0.63	0 - 2	1.7	0 - 3	1.7	1 - 3	2
6. Laboratory Testing	0.25	0 - 1	0.5	0 - 2	0.5	0 - 2	-
7.							

Functions, Sub-Functions and Programs	Current X̄	Current Range	Future X̄	Future Range	Need X̄	Need Range	Group Consensus-Need
III. PROGRAM DEVELOPMENT FUNCTIONS							
A. Public Information Function							
1. Media Releases	2.38	0 - 3	2.6	0 - 3	2.8	1 - 3	3
2.							
3.							
B. Professional Development Function							
1. Professional Affiliations	2.00	0 - 3	2.1	1 - 3	2.0	1 - 3	2
2. Exchange Visitations	1.13	0 - 2	2.0	1 - 3	2.0	1 - 3	2
3. Professional Conferences	1.75	0 - 3	2.4	2 - 3	2.8	2 - 3	3
4. Advanced Graduate Studies	1.50	0 - 3	2.0	1 - 3	2.4	1 - 3	2.5
5.							
C. Program Management Function							
1. Staff Recruitment	1.88	0 - 3	2.3	1 - 3	2.4	1 - 3	2
2. Job Descriptions	1.50	0 - 3	2.3	1 - 3	2.3	1 - 3	2.5
3. Budget Development	2.25	0 - 3	2.9	2 - 3	2.6	2 - 3	3
4.							
D. Conference Planning Function							
1. Registration Procedures	1.50	0 - 3	1.6	0 - 3	2.0	1 - 3	2
2. Program Development	1.63	0 - 3	2.0	0 - 3	2.3	1 - 3	2
3. Conference Evaluation	1.25	0 - 3	1.7	0 - 3	1.9	1 - 3	2
4.							
E. Facility Utilization Function							
1. Conference Rooms	2.00	0 - 3	2.4	1 - 3	2.8	1 - 3	2
2. Physical Education Facilities	1.88	0 - 3	2.0	0 - 3	2.7	1 - 3	3
3. Recreation Facilities	1.63	0 - 3	2.0	0 - 3	2.7	1 - 3	3
4. Auditorium	1.38	0 - 3	1.9	0 - 3	2.3	1 - 3	2
5. Campus Tours	1.13	0 - 2	1.4	0 - 2	1.6	1 - 2	1.5
6. Control Scheduling Office	1.38	0 - 3	1.3	0 - 3	1.8	1 - 3	2
7. Classrooms	1.25	0 - 3	2.0	0 - 3	2.5	1 - 3	2
8.							
F. Program Evaluation Function							
1. Participant Ratings	1.75	0 - 3	2.6	2 - 3	2.8	2 - 3	3
2. Attendance Patterns	2.00	0 - 3	2.7	1 - 3	2.6	1 - 3	3
3. Behavioral Changes	1.63	0 - 3	2.9	2 - 3	2.8	2 - 3	3
4. Program Requests	2.00	0 - 3	2.9	2 - 3	2.8	2 - 3	3
5.							
IV. OTHER							

MATRIX OF COMMUNITY SERVICES AND CONTINUING EDUCATION BY MAJOR FUNCTIONS, SUB-FUNCTIONS AND PROGRAMS --- WESTERN MARYLAND EDUCATIONAL INSTITUTIONS

COLLEGES

Functions, Sub-Functions and Programs	Ratings: Current $\bar{X}$	Current Range	Future $\bar{X}$	Future Range	Need $\bar{X}$	Need Range
I. SELF-DEVELOPMENT FUNCTIONS						
A. Personal Counseling Function						
1. Aptitude-Interest Testing	1.00	1	1.3	1 - 2	1.7	0 - 3
2. Job Counseling	1.00	1	1.7	1 - 2	3.0	-
3. Career Information	1.33	1 - 2	3.0	-	3.0	-
4. Family Counseling	0.67	0 - 1	0.7	0 - 1	1.0	0 - 2
5. Personal Counseling	1.33	1 - 2	1.7	1 - 2	2.3	1 - 3
6. Self-Development Courses	2.00	1 - 3	3.0	-	2.7	2 - 3
B. Educational Extension Functions						
1. Evening Classes	3.00	3	2.0	0 - 3	2.0	0 - 3
2. TV Courses	1.00	1	1.0	0 - 2	1.3	0 - 2
3. "Weekend College"	0.67	0 - 1	1.0	0 - 2	1.0	0 - 2
4. Extension Centers	3.00	3	2.0	0 - 3	2.0	0 - 3
5.						
C. Educational Expansion Function						
1. Institutes	2.33	2 - 3	3.0	-	3.0	-
2. Seminars	2.67	2 - 3	3.0	-	3.0	-
3. Tours	1.00	1 - 2	1.0	0 - 2	0.7	0 - 1
4. Short-Courses	1.67	0 - 3	3.0	-	3.0	-
5. Contractual In-Plant Training	1.67	1 - 2	2.7	2 - 3	2.0	1 - 3
6. Adult Vocational	2.00	0 - 3	2.0	0 - 3	2.0	0 - 3
7. Apprenticeship Program	2.00	0 - 3	2.0	0 - 3	2.0	0 - 3
8. Continuing Education - Trades	2.00	0 - 3	2.0	0 - 3	2.0	0 - 3
9. Continuing Education - Business Management	2.33	1 - 3	2.3	2 - 3	2.3	2 - 3
10. Continuing Education - Professional	2.33	2 - 3	2.7	2 - 3	2.7	2 - 3
11. Agricultural Extension	0.67	0 - 1	1.0	0 - 2	1.0	0 - 2
12. Consumer Education Program	0.67	0 - 1	1.7	1 - 2	2.7	2 - 3
13. Veterans' Outreach	1.33	1 - 2	2.0	-	2.3	2 - 3
14. In-Service Education	1.00	0 - 2	2.0	1 - 3	2.7	2 - 3
15. Minority Group Programs	1.33	1 - 2	1.3	1 - 2	1.7	1 - 3
16. Adult Basic Education	0	0	1.0	0 - 3	1.7	0 - 3
17. High School Equivalency Courses	1.00	0 - 3	1.0	0 - 3	1.7	0 - 3
18. Adult Evening High School	0	0	0	-	0.7	0 - 2
19. Avocational-Personal Interest (non-credit)	2.00	0 - 3	2.3	1 - 3	2.3	1 - 3
20.						
D. Social Outreach Function						
1. Programs for Unemployed	1.67	0 - 3	2.7	2 - 3	2.3	2 - 3
2. Programs for Educationally Deprived	1.33	0 - 2	1.7	1 - 2	2.0	-
3. Programs for Welfare Recipients	1.00	0 - 2	1.7	1 - 2	1.7	1 - 2
4. Programs for Low Income	1.00	0 - 2	1.3	1 - 2	1.3	1 - 2

Functions, Sub-Functions and Programs	Ratings: Current $\bar{X}$	Current Range	Future $\bar{X}$	Future Range	Need $\bar{X}$	Need Range
E. Cultural Development Function						
1. Fine Art Series	2.33	1 - 3	1.3	0 - 2	2.0	-
2. Art Festivals	2.33	1 - 3	1.3	0 - 2	2.0	-
3. Artists in Residence	.33	0 - 1	0	-	1.0	1 - 2
4. Community Theater	1.33	1 - 3	1.0	0 - 2	2.0	-
5.						
6.						
7.						
8.						
9.						
F. Leisure-Time Activity Function						
1. Sports Instruction	1.67	1 - 2	1.0	0 - 2	1.0	-
2. Outdoor Education	.67	0 - 1	0.7	0 - 2	1.0	-
3. Youth Programs	1.67	1 - 2	1.0	0 - 2	1.3	1 - 2
4. Senior Citizen Activities	1.67	1 - 3	1.7	0 - 3	2.0	1 - 3
5.						
II. Community Development Functions						
A. Community Analysis Function						
1. Analyzing Census Data	0	0	1.0	0 - 2	2.0	1 - 3
2. Analyzing Manpower Data	.67	0 - 2	1.3	0 - 2	2.7	2 - 3
3. Conducting Problem-Oriented Studies	1.00	0 - 2	1.3	0 - 3	2.7	2 - 3
4. Identifying Roles and Goals of Organizations	.67	0 - 1	1.7	1 - 3	2.3	1 - 3
5. Identifying Needs	2.00	2	3.0	-	3.0	-
B. Interagency Cooperation Function						
1. Calendar Coordination	1.00	1	1.0	0 - 3	2.0	-
2. Information Exchange	1.33	1 - 2	2.3	2 - 3	2.3	2 - 3
3. Joint Committee Work	1.67	1 - 2	2.3	2 - 3	2.3	2 - 3
4.						
C. Advisory Liaison Function						
1. Community Services Advisory Council	1.00	0 - 2	2.0	0 - 3	2.5	2 - 3
2. Ad Hoc Advisory Committees	1.67	0 - 3	1.7	2 - 3	2.5	2 - 3
3.						
D. Public Forum Function						
1. Public Affairs Pamphlets	.67	0 - 1	2.0	1 - 3	2.0	1 - 3
2. "Town" Meetings	1.00	0 - 2	2.0	1 - 3	2.0	1 - 3
3. TV Symposiums	1.33	1 - 2	2.0	1 - 3	2.3	2 - 3
4. Speakers Bureau	1.67	0 - 3	2.7	2 - 3	2.3	1 - 3
E. Civic Action Function						
1. Community Self-Studies	.33	0 - 1	1.7	1 - 3	3.0	-
2. Urban Beautification	.67	0 - 1	0.7	0 - 1	1.7	1 - 3
3. Community Fund Drives	.67	0 - 1	0.3	0 - 1	1.7	1 - 3
4. Environmental Activities	.67	0 - 1	1.0	0 - 2	1.7	1 - 3
F. Staff Consultation Function						
1. Consulting With Small Business	2.00	1 - 3	2.3	2 - 3	3.0	-
2. Consulting with Industry	2.00	1 - 3	2.0	1 - 3	2.3	2 - 3
3. Advising on Instructional Materials	1.33	1 - 2	2.0	1 - 3	2.7	2 - 3
4. Designing Community Studies	0	0	1.3	1 - 3	2.7	2 - 3
5. Instructing in Group Leadership	1.00	1 - 2	1.7	1 - 2	1.7	1 - 3
6. Laboratory Testing	.33	0 - 1	0	-	0	-
7.						

Functions, Sub-Functions and Programs	Ratings: Current X̄	Current Range	Future X̄	Future Range	Need X̄	Need Range
III. PROGRAM DEVELOPMENT FUNCTIONS						
A. Public Information Function						
1. Media Releases	2.33	2 - 3	3.0	-	3.0	-
2.						
3.						
B. Professional Development Function						
1. Professional Affiliations	2.33	2 - 3	2.7	2 - 3	2.7	2 - 3
2. Exchange Visitations	1.00	0 - 2	2.0	-	2.0	-
3. Professional Conferences	2.00	2	2.3	2 - 3	2.7	2 - 3
4. Advanced Graduate Studies	2.00	2	1.7	1 - 2	2.3	2 - 3
5.						
C. Program Management Function						
1. Staff Recruitment	2.00	1 - 3	2.3	2 - 3	2.3	2 - 3
2. Job Descriptions	1.00	0 - 2	2.0	1 - 3	2.0	1 - 3
3. Budget Development	2.67	2 - 3	2.7	2 - 3	2.7	2 - 3
4.						
D. Conference Planning Function						
1. Registration Procedures	2.33	1 - 3	2.3	2 - 3	2.3	2 - 3
2. Program Development	2.33	1 - 3	2.3	2 - 3	2.7	2 - 3
3. Conference Evaluation	2.00	1 - 3	2.3	2 - 3	2.3	2 - 3
4.						
E. Facility Utilization Function						
1. Conference Rooms	2.33	2 - 3	2.3	1 - 3	2.7	2 - 3
2. Physical Education Facilities	2.33	2 - 3	1.7	0 - 3	2.3	1 - 3
3. Recreation Facilities	2.00	1 - 3	1.7	0 - 3	2.3	1 - 3
4. Auditorium	2.33	2 - 3	1.7	0 - 3	2.0	1 - 3
5. Campus Tours	1.67	1 - 2	1.3	0 - 2	1.3	1 - 2
6. Control Scheduling Office	2.67	2 - 3	2.0	0 - 3	2.3	1 - 3
7. Classrooms	2.00	1 - 3	2.3	1 - 3	2.7	2 - 3
8.						
F. Program Evaluation Function						
1. Participant Ratings	2.00	1 - 3	2.3	2 - 3	3.0	-
2. Attendance Patterns	2.33	2 - 3	3.0	-	3.0	-
3. Behavioral Changes	1.67	1 - 2	2.7	2 - 3	3.0	-
4. Program Requests	2.33	1 - 3	2.7	2 - 3	3.0	-
5.						
IV. OTHER						

MATRIX OF COMMUNITY SERVICES AND CONTINUING EDUCATION BY MAJOR FUNCTIONS, SUB-FUNCTIONS AND PROGRAMS --- WESTERN MARYLAND EDUCATIONAL INSTITUTIONS

PUBLIC SCHOOLS

Functions, Sub-Functions and Programs	Ratings: Current $\bar{X}$	Current Range	Future $\bar{X}$	Future Range	Need $\bar{X}$	Need Range
I. SELF-DEVELOPMENT FUNCTIONS						
A. Personal Counseling Function						
1. Aptitude-Interest Testing	.33	0 - 1	2.0	1 - 3	3.0	-
2. Job Counseling	.67	0 - 1	2.0	0 - 3	3.0	-
3. Career Information	1.00	0 - 2	2.3	1 - 3	3.0	-
4. Family Counseling	.33	0 - 1	1.0	0 - 2	2.5	2 - 3
5. Personal Counseling	1.00	0 - 2	1.0	0 - 2	2.3	2 - 3
6. Self-Development Courses	1.00	0 - 3	1.7	0 - 3	2.3	2 - 3
B. Educational Extension Functions						
1. Evening Classes	1.33	0 - 3	2.0	0 - 3	2.7	2 - 3
2. TV Courses	.33	0 - 1	2.0	0 - 3	2.0	-
3. "Weekend" Classes	.33	0 - 1	1.0	0 - 2	1.0	-
4. Extension Centers	1.33	0 - 3	1.7	0 - 3	2.0	1 - 3
5.						
C. Educational Expansion Function						
1. Institutes	.67	0 - 2	1.5	0 - 3	1.3	0 - 2
2. Seminars	1.00	0 - 3	1.0	0 - 2	1.3	0 - 2
3. Tours	.67	0 - 2	1.0	0 - 2	1.0	0 - 2
4. Short-Courses	1.33	0 - 3	3.0	-	2.3	1 - 3
5. Contractual In-Plant Training	1.00	0 - 2	0.7	0 - 2	1.3	0 - 2
6. Adult Vocational	1.33	0 - 3	2.0	0 - 3	3.0	-
7. Apprenticeship Program	1.00	0 - 3	1.7	0 - 3	2.7	2 - 3
8. Continuing Education - Trades	1.00	0 - 3	1.7	0 - 3	2.7	2 - 3
9. Continuing Education - Business Management	1.00	0 - 3	2.0	0 - 3	3.0	-
10. Continuing Education - Professional	1.33	0 - 2	1.7	0 - 3	2.3	2 - 3
11. Agricultural Extension	.33	0 - 1	1.7	0 - 3	2.7	2 - 3
12. Consumer Education Program	.33	0 - 1	1.7	0 - 3	2.3	2 - 3
13. Veterans' Outreach	.33	0 - 1	1.7	0 - 3	2.3	1 - 3
14. In-Service Education	1.33	0 - 2	3.0	-	3.0	-
15. Minority Group Programs	.33	0 - 1	2.5	2 - 3	1.0	1 - 2
16. Adult Basic Education	1.00	0 - 3	2.0	0 - 3	2.3	2 - 3
17. High School Equivalency Courses	1.67	0 - 3	2.7	2 - 3	3.0	-
18. Adult Evening High School	.33	0 - 1	2.0	-	2.5	2 - 3
19. Avocational-Personal Interest (non-credit)	1.33	0 - 3	2.0	-	1.3	0 - 2
20.						
D. Social Outreach Function						
1. Programs for Unemployed	1.00	0 - 3	2.0	0 - 3	3.0	-
2. Programs for Educationally Deprived	.67	0 - 2	1.7	0 - 3	2.7	2 - 3
3. Programs for Welfare Recipients	1.00	0 - 2	1.0	0 - 2	2.3	2 - 3
4. Programs for Low Income	.33	0 - 1	1.0	0 - 2	1.7	0 - 3

Functions, Sub-Functions and Programs	Ratings: Current X̄	Current Range	Future X̄	Future Range	Need X̄	Need Range
E. Cultural Development Function						
1. Fine Art Series	1.00	0 - 3	1.5	0 - 3	1.0	-
2. Art Festivals	1.00	0 - 3	1.7	0 - 3	1.3	1 - 2
3. Artists in Residence	0	0	1.0	0 - 2	1.5	1 - 2
4. Community Theater	.33	0 - 1	1.0	0 - 2	1.5	1 - 2
5. Planetarium (GC)	1.00	1				
6.						
7.						
8.						
9.						
F. Leisure-Time Activity Function						
1. Sports Instruction	1.33	0 - 2	1.0	0 - 2	1.5	1 - 2
2. Outdoor Education	.33	0 - 1	1.5	1 - 2	1.5	1 - 2
3. Youth Programs	1.00	0 - 2	2.0	0 - 3	2.7	2 - 3
4. Senior Citizen Activities	1.33	0 - 3	2.0	0 - 3	2.3	2 - 3
5.						
II. Community Development Functions						
A. Community Analysis Function						
1. Analyzing Census Data	.33	0 - 1	2.0	0 - 3	2.0	1 - 3
2. Analyzing Manpower Data	.67	0 - 2	1.7	0 - 3	2.3	2 - 3
3. Conducting Problem-Oriented Studies	.33	0 - 1	1.3	0 - 3	2.0	1 - 3
4. Identifying Roles and Goals of Organizations	.33	0 - 1	1.0	0 - 2	1.5	1 - 2
5. Identifying Needs	.67	0 - 2	1.7	0 - 3	2.3	1 - 3
B. Interagency Cooperation Function						
1. Calendar Coordination	.33	0 - 1	2.7	2 - 3	2.0	1 - 3
2. Information Exchange	1.00	0 - 2	2.3	1 - 3	3.0	-
3. Joint Committee Work	.67	0 - 1	2.0	1 - 3	2.7	2 - 3
4.						
C. Advisory Liaison Function						
1. Community Services Advisory Council	.67	0 - 1	2.3	1 - 3	1.7	1 - 3
2. Ad Hoc Advisory Committees	1.00	0 - 3	0.5	0 - 1	1.5	1 - 2
3.						
D. Public Forum Function						
1. Public Affairs Pamphlets	.33	0 - 1	1.3	1 - 2	1.7	1 - 3
2. "Town" Meetings	.33	0 - 1	1.0	0 - 2	1.3	1 - 2
3. TV Symposiums	.33	0 - 1	1.0	0 - 2	1.7	1 - 2
4. Speakers Bureau	1.67	0 - 3	2.0	1 - 3	1.7	1 - 2
E. Civic Action Function						
1. Community Self-Studies	0	0	1.0	0 - 2	1.7	1 - 2
2. Urban Beautification	.33	0 - 1	2.0	0 - 3	2.7	2 - 3
3. Community Fund Drives	.33	0 - 1	1.0	0 - 2	1.3	1 - 2
4. Environmental Activities	.67	0 - 1	1.7	0 - 3	2.7	2 - 3
F. Staff Consultation Function						
1. Consulting With Small Business	.67	0 - 2	1.7	0 - 3	2.7	2 - 3
2. Consulting With Industry	.67	0 - 2	1.7	0 - 3	2.0	1 - 3
3. Advising on Instructional Materials	.67	0 - 2	1.3	0 - 3	1.7	1 - 3
4. Designing Community Studies	0	0	1.5	1 - 2	1.0	-
5. Instructing in Group Leadership	.67	0 - 1	2.5	2 - 3	2.0	1 - 3
6. Laboratory Testing	.33	0 - 1	2.0	-	2.0	-
7.						

Functions, Sub-Functions and Programs	Ratings: Current X̄	Current Range	Future X̄	Future Range	Need X̄	Need Range
III. PROGRAM DEVELOPMENT FUNCTIONS						
A. Public Information Function						
1. Media Releases	2.00	0 - 3	2.0	0 - 3	3.0	-
2.						
3.						
B. Professional Development Function						
1. Professional Affiliations	1.33	0 - 3	1.0	-	1.3	1 - 2
2. Exchange Visitations	1.00	0 - 2	2.5	2 - 3	2.3	2 - 3
3. Professional Conferences	1.00	0 - 2	2.5	2 - 3	2.7	2 - 3
4. Advanced Graduate Studies	1.00	0 - 2	-	-	3.0	-
5.						
C. Program Management Function						
1. Staff Recruitment	1.00	0 - 3	2.5	2 - 3	2.7	2 - 3
2. Job Descriptions	1.00	0 - 2	2.5	2 - 3	2.7	2 - 3
3. Budget Development	1.33	0 - 3	3.0	-	2.7	2 - 3
4.						
D. Conference Planning Function						
1. Registration Procedures	1.00	0 - 3	1.5	1 - 2	2.3	1 - 3
2. Program Development	1.33	0 - 3	2.5	2 - 3	2.3	2 - 3
3. Conference Evaluation	.67	0 - 2	2.0	-	2.0	-
4.						
E. Facility Utilization Function						
1. Conference Rooms	1.33	0 - 3	3.0	-	2.7	2 - 3
2. Physical Education Facilities	2.67	2 - 3	3.0	-	3.0	-
3. Recreation Facilities	2.33	2 - 3	3.0	-	3.0	-
4. Auditorium	1.33	0 - 3	2.7	2 - 3	2.7	2 - 3
5. Campus Tours	.67	0 - 2	2.0	-	1.7	1 - 2
6. Control Scheduling Office	1.00	0 - 3	1.0	-	1.3	1 - 2
7. Classrooms	1.33	0 - 3	2.3	1 - 3	2.3	1 - 3
8.						
F. Program Evaluation Function						
1. Participant Ratings	.67	0 - 2	2.5	2 - 3	2.7	2 - 3
2. Attendance Patterns	1.00	0 - 2	2.0	1 - 3	2.0	1 - 3
3. Behavioral Changes	.67	0 - 2	3.0	-	2.3	2 - 3
4. Program Requests	1.00	0 - 3	3.0	-	2.3	2 - 3
5.						
IV. OTHER						